

DOCUMENT RESUME

ED 263 717

EC 180 987

AUTHOR Gill, Douglas H.
TITLE An Analysis of the Consolidation of Secondary Vocational and Special Education, 1984-85.
INSTITUTION Pierce County Educational Service District 121, Tacoma, WA.
PUB DATE Aug 85
NOTE 138p.
PUB TYPE Reports - Research/Technical (143)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Cooperative Programs; *Disabilities; Followup Studies; Individualized Education Programs; Mainstreaming; *Program Effectiveness; Secondary Education; *Special Education; *Vocational Education; Vocational Education Teachers

ABSTRACT

The document examines the efforts to consolidate secondary vocational education and special education in Pierce County, Washington. Studies are described for three phases of the consolidation: (1) a determination of vocational education staff input and involvement in the Individualized Education Program (IEP) process at the secondary level (data derived from surveys of vocational education staff); (2) an employment-related follow-up of 146 former special education students that noted increased postsecondary educational involvement and a continuing high level of unemployment; and (3) an assessment of secondary vocational program placement and corresponding IEP goal statements. Among conclusions noted are a substantial shift in the way in which secondary services are delivered, including a greater percentage of handicapped learners participating in reimbursable vocational education programs and mainstream occupational preparation and increased numbers of content-type goals appearing on the IEPs. (CL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED263717

VOCATIONAL
& SPECIAL
EDUCATION

Educational Service District 121

PIERCE COUNTY COOPERATIVE

An Analysis of the Consolidation of Secondary Vocational and Special Education, 1984-85

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Wanglow N.
Gill

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

EC180987

AN ANALYSIS OF THE CONSOLIDATION
OF SECONDARY VOCATIONAL AND
SPECIAL EDUCATION, 1984-85

Douglas H. Gill

ESD 121 Pierce County
Vocational/Special Education
Cooperative
4500 Steilacoom Boulevard SW
Tacoma, Washington 98499

August, 1985

TABLE OF CONTENTS

INTRODUCTION.....	I
PHASE I: <u>A Determination of Vocational Education Staff Input and Involvement in the IEP Process at the Secondary Level.....</u>	1
Purpose of Study.....	2
Procedures.....	2
Results.....	3
Observations.....	21
References.....	23
PHASE II: <u>An Employment-Related Follow-up of Former Special Education Students.....</u>	24
Purpose of Study.....	25
Procedures.....	26
Results.....	27
Observations.....	41
PHASE III: <u>An Assessment of Secondary Vocational Program Placement and Corresponding IEP Goal Statements.....</u>	43
Purpose of Study.....	44
Procedures.....	44
Results.....	47
(Quantitative Data).....	47
(Qualitative Data).....	65
Observations.....	74
CONCLUSIONS.....	81
APPENDIX A: 1983-84 and 1984-85 Cooperative Programs of Work	
APPENDIX B: Countywide Results of Vocational Staff Questionnaire	
APPENDIX C: Former Special Education Student Follow-up Questionnaires for 1980-83 and for 1984	
APPENDIX D: Program Placement and Corresponding IEP Goal Data Collection Forms	

INTRODUCTION

The purpose of this document is to present a comparison of data collected in conjunction with the Educational Service District 121 Pierce County Vocational/Special Education Cooperative over a two-year span of time. The 1983-84 data represent the baseline, and 1984-85 data provide for comparison to the baseline. The Cooperative itself provides the mechanism for generating the data, and is a unique consortium of effort between secondary vocational and special education in twelve school districts. The Cooperative was initiated in September of 1983, and has three major areas of emphasis or missions. They are: staff development, on-site consultative services, and data collection for decision-making and evaluation purposes. All three missions are independent yet interrelated; independent in the sense that each stands alone as a separate focus of concern, and obviously interrelated in the sense that each mission simultaneously impacts on the others.

The Cooperative is founded on some basic assumptions that underpin the resulting structure. These assumptions are as follows:

1. Secondary special education and vocational education together can be more effective in dealing with the handicapped population than either discipline can be singularly effective.
2. Vocational education and special education bring to the Cooperative relationship specialized sets of expertise that need to be appropriately channeled and consolidated.

3. Twelve districts operating in concert enable a greater degree of progress to be realized than one or two districts working in isolation.
4. The establishment and maintenance of a continuing dialogue between the disciplines is necessary at both the district and building levels.

These basic assumptions permeate the structure and funding of the Pierce County Vocational/Special Education Cooperative and give rise to its three major missions. Staff development as a major mission involves a ten-week series of seminars for vocational and special education building staffs offered three times during the school year, the provision of "Return to Industry" internships for teachers throughout the year, and the establishment and operation of a 3,000 item materials/resource information center.

On-site consultative services include monthly visits to each participating district by the program manager designed to facilitate and follow-up on individual district responses to consolidating vocational and special education, and initiating cooperative agreements for services between vocational education, special education, vocational rehabilitation, developmental disabilities, and parent advocate groups. As a countywide response to these monthly visits, a compendium of potential IEP objectives for use in vocational programs has been made available through the Cooperative office along with an IEP process model for vocational and special education collaboration. Most of the treatments associated with both the staff development and on-site

consultation missions were not applied until the 1984-85 school year. Some remain to be fully implemented. Prior to this time no such service existed. In terms of additional background information, the 1983-84 and 1984-85 programs of work are included in Appendix A.

There are, in turn, three phases of data collection for decision-making and evaluation purposes that compose the third major mission of the Cooperative, and that is the target of this report. The first phase of the data collection is to determine vocational education staff input and involvement in the Individualized Education Program (IEP) process. The second phase of the research is in reference to an employment related follow-up of former special education students. The third phase involves an assessment of secondary vocational program placement of students and corresponding IEP goal statements.

Each phase of the research contained in this document is presented using a standard format of purpose, procedures, results and observations. When possible, all pertinent information is graphically displayed. A Conclusions section, which attempts to unify observations from all three phases of the data collection will precede the Appendices. The data collected in this report is annually extracted from participating districts and represents a major evaluation scheme associated with the Cooperative.

An Analysis of the Consolidation of Secondary Vocational

and Special Education, 1984-85 is intended to be a practical view of the collaborative relationship between vocational and special education in Pierce County, Washington. The view in this document is taken prior to the actual existence of the Cooperative, and again since the Cooperative has come into being. Although Pierce County is considered to be similar to other areas of the country, no generalizations are intentionally made or insinuated.

PHASE I

A DETERMINATION OF VOCATIONAL EDUCATION
STAFF INPUT AND INVOLVEMENT IN THE IEP
PROCESS AT THE SECONDARY LEVEL

PURPOSE OF THE STUDY

A common belief of this Cooperative is that the degree of vocational education involvement in the IEP process is a valid indication of the degree of cooperation between the disciplines of vocational and special education. If vocational education does not play an active role in the instructional planning for special education students participating in a given vocational education program, then the success or failure of an individual student in that program is more a matter of chance than design. Therefore, the purpose of this Phase I study was to determine the nature and extent of secondary vocational education staff input and involvement in the IEP process.

An adapted version of a questionnaire developed by Albright-Preskill (1981) was used to obtain this information. In addition to some demographic data, the questionnaire addresses three levels of vocational education involvement in the IEP process: development, implementation, and review/evaluation. The complete county-wide survey appears in Appendix B.

PROCEDURES

During the baseline year (83-84) 192 vocational education staff from throughout Pierce County were surveyed using the adapted Albright-Preskill questionnaire. This group of 192 represented 88 percent of the total available pool. The

district directors of vocational education were responsible for the dissemination and retrieval of the questionnaire in almost all cases. However, there were times when the Cooperative Program Manager both distributed and collected the questionnaires at local district vocational staff meetings. Once all questionnaires were returned to the Cooperative office, the Program Manager tabulated the responses.

These same procedures were followed in 1984-85, except for a minor change in the questionnaire itself. Two additional questions were added. These questions dealt with when and how vocational educators found out special education students were enrolled in their programs. The responses appear in Figures 1.2, and 1.3. In 1984-85, 163 teachers were surveyed. This number represents 78 percent of the potential respondents.

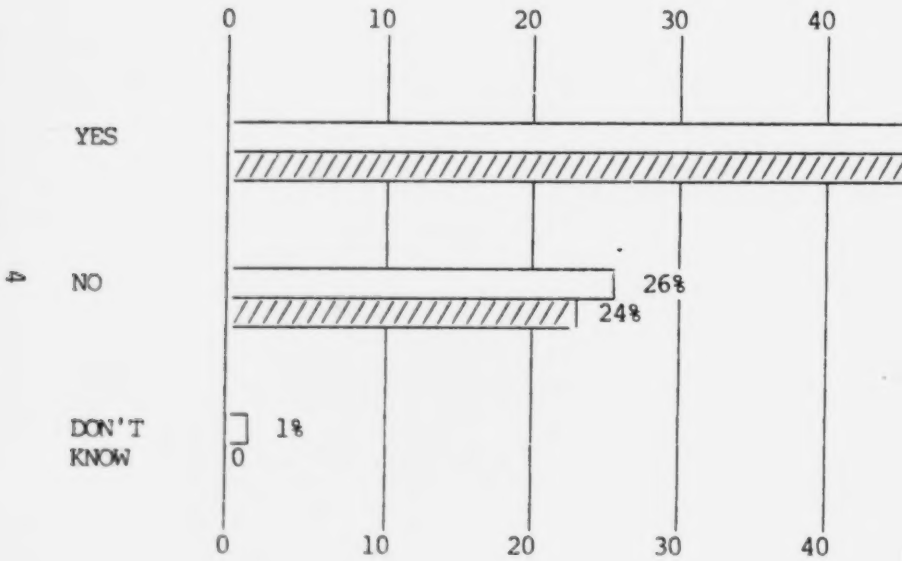
RESULTS

For the purposes of this document, key questions from both the baseline year and the 1984-85 school year have been isolated. These key questions are graphically presented in the form of figures. A summary statement regarding each figure is included. The summary statements serve to aid in interpreting that which appears in the figures.

Figure 1.1 This figure represents the first of five preliminary questions that were asked of vocational education staff. This first question dealt with whether or not

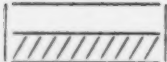
QUESTION: Do you have any identified hand?

PE



PE

LEGEND

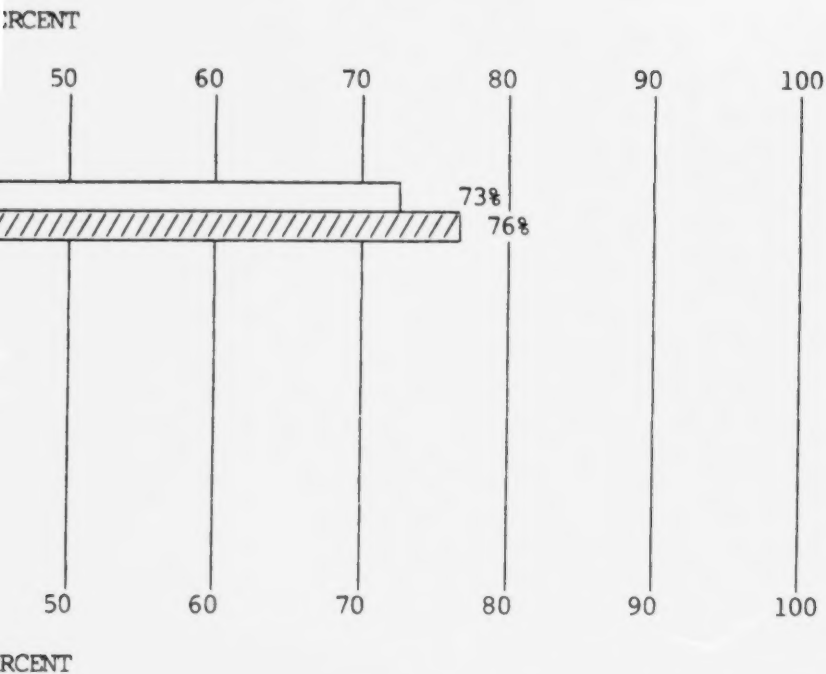


1983-84 (Baseline)
1984-85

COUNTY DATA

FIGURE 1.1

capped students in your classes at this time?



vocational educators had any identified (defined on questionnaire) handicapped students in their classes at the present time. In 1984-85 there was a slight increase in the number that responded "yes". This information is probably inconclusive in terms of actual numbers. However, exact numbers of students in vocational education will be verified in Phase III of this report.

Figure 1.2 The second question in this series is available for 1984-85 only, and concerns itself with "when" vocational staff found out some of the students in their classes were handicapped. This question was added after the baseline was collected. More than half of the staff report they do not receive any information about handicapped students until one to three weeks into classes. For optimal planning, this information should be available prior to classes starting, yet only one in four vocational staffers acquire information at that time.

Figure 1.3 This question was also added after the original baseline was collected, and addressed "how" vocational staff found out that some of the students in their classes were handicapped. Consultation with special education would probably represent the ideal situation, but that only occurs 24 percent of the time. The most popular form of communicating this information is written notification.

Figure 1.4 Whether or not vocational education staff had identified handicapped students in their classes in previous

FIGURE 1.2

PIERCE COUNTY DATA (1984-85 ONLY)

QUESTION: When did you find out these students were handicapped?

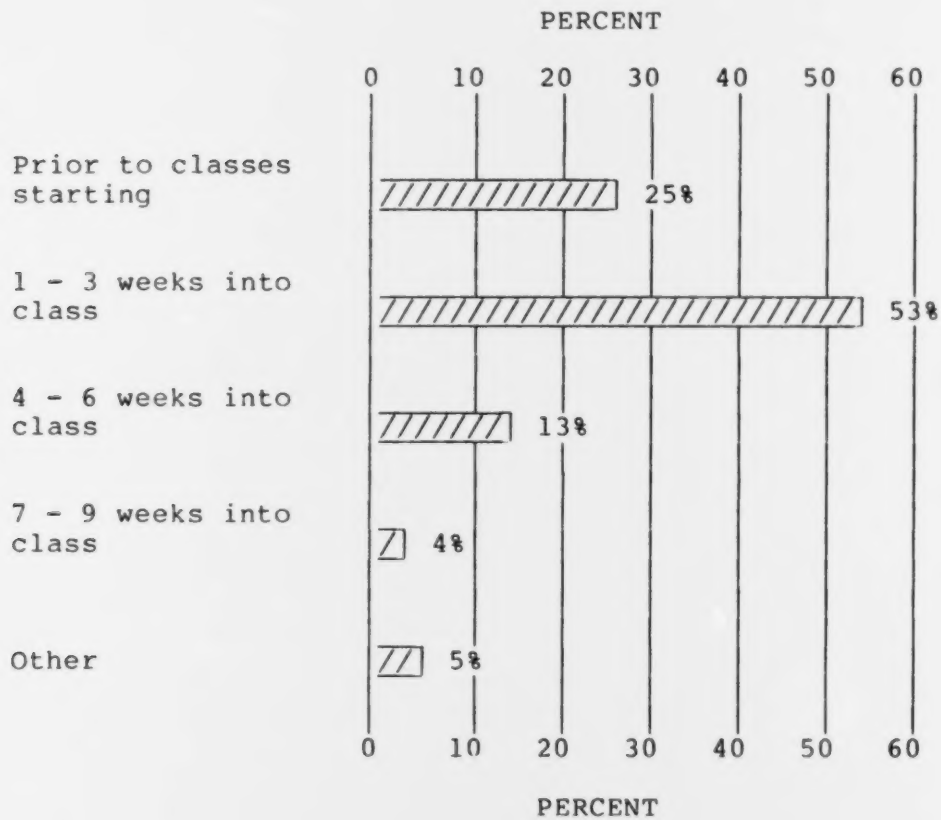
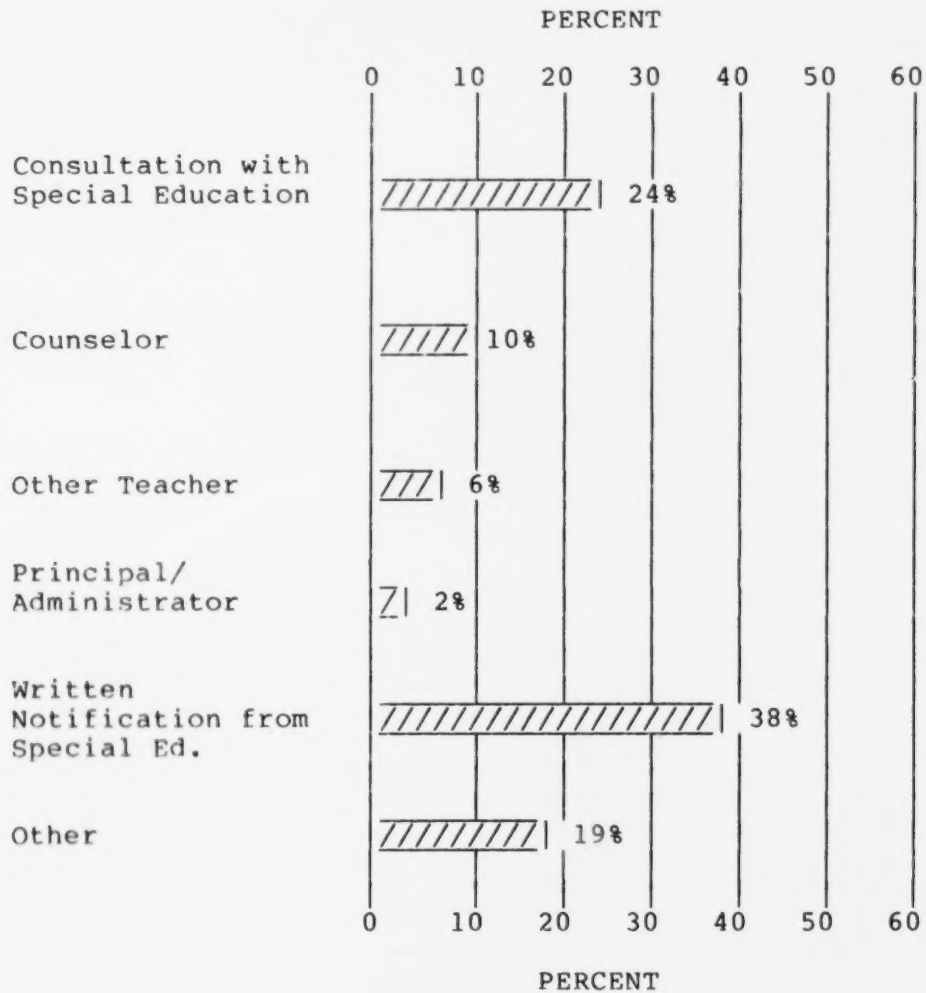


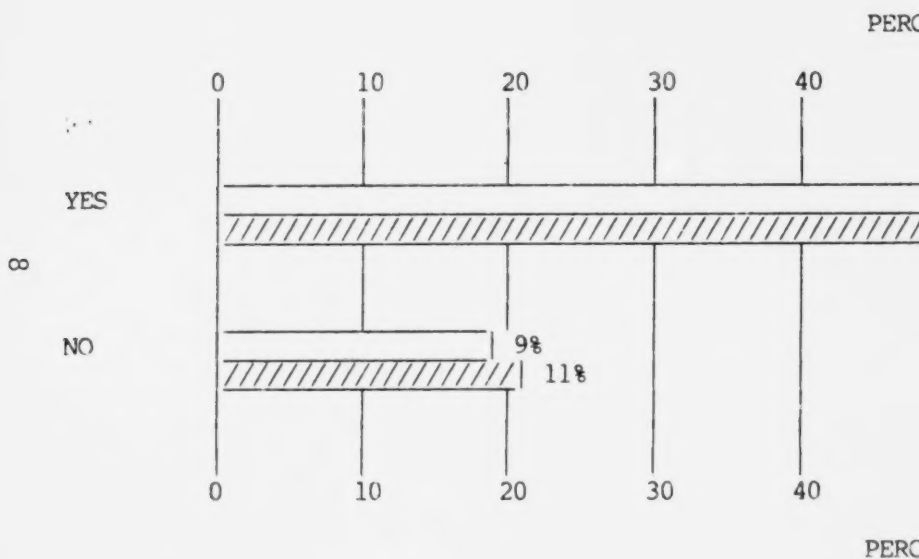
FIGURE 1.3

PIERCE COUNTY DATA (1984-85 only)

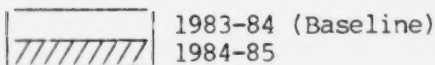
QUESTION: How did you find out these students were handicapped?



QUESTION: Have you had identified handicapped



LEGEND

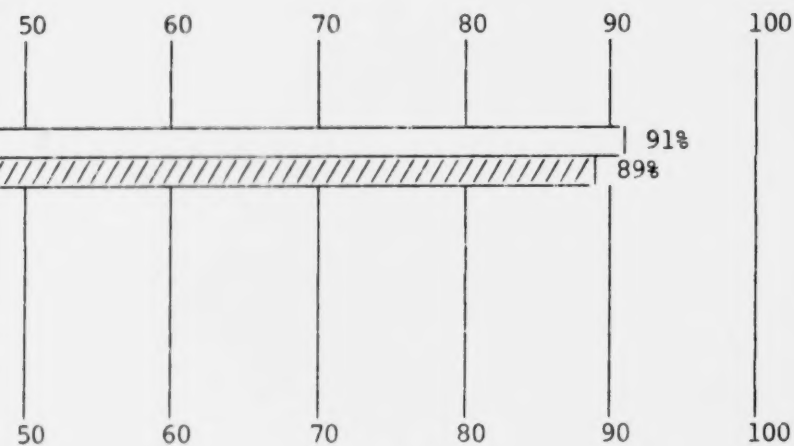


NTY DATA

FIGURE 1.4

students in your program in previous years?

CENT



CENT

years is explored in this figure. Approximately 9 of 10 teachers report "yes" to this question in both the baseline year and 1984-85.

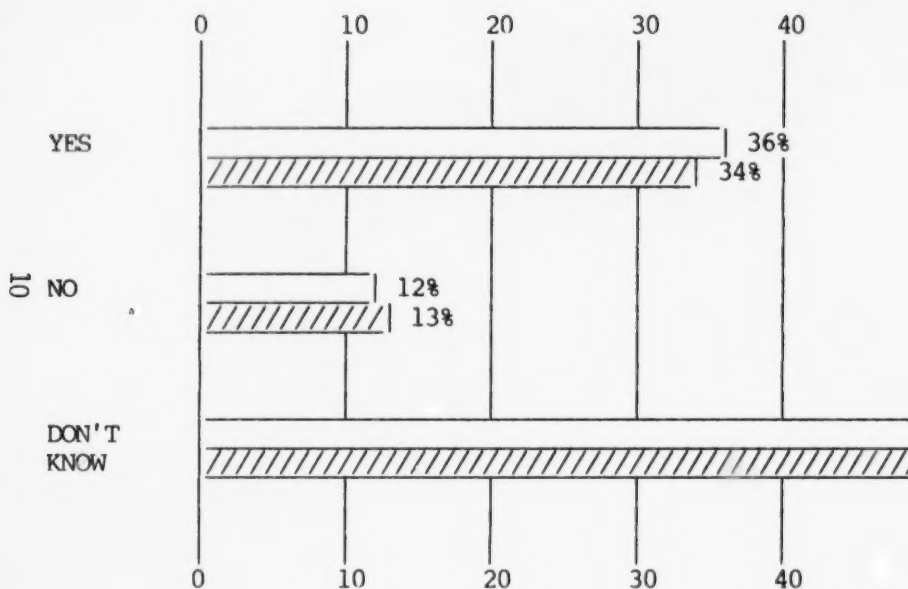
Figure 1.5 This final question in the preliminary information series asks if the handicapped students in a given program of vocational education have an IEP. Not much change from the baseline year to present is noted. One of every two vocational education teachers do not know if identified handicapped students have an IEP.

Figure 1.6 Primary field of specialization (service area) is the focal point of this figure. The percentages represent the group that was surveyed in both the baseline year and 1984-85. The respondents for both years appear to be compatible in that all available programs are represented. Further, in the baseline year, 69.5 percent of respondents were alligned with three service areas (Business and Office, Home and Family Life, and Industrial Arts). In 1984-85 this same group constituted 67 percent of the respondents.

Figure 1.7 Years of experience in industry for vocational education staff is described in Figure 1.7. This information was gathered as some indication of the germane nature of available curriculums. In essence, how much actual in-field experience do vocational teachers possess? Admittedly, the recency of experience was not specifically dealt with. In the baseline year, 47 percent of the vocational staff responding to this questionnaire had between one and six

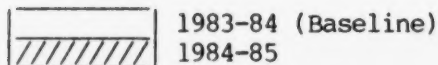
QUESTION: If you have identified handicapped s

PERC



PERC

LEGEND

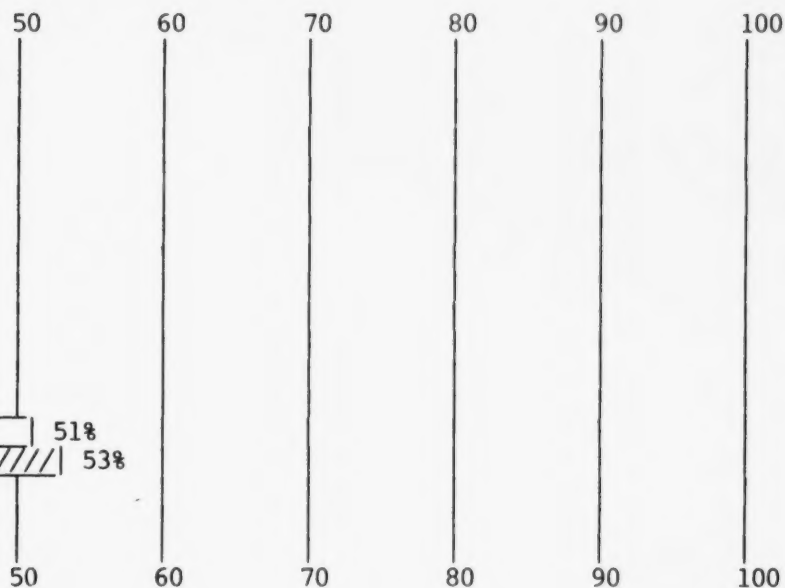


NTY DATA

FIGURE 1.5

tudents in your program, do they have an IEP?

ENT

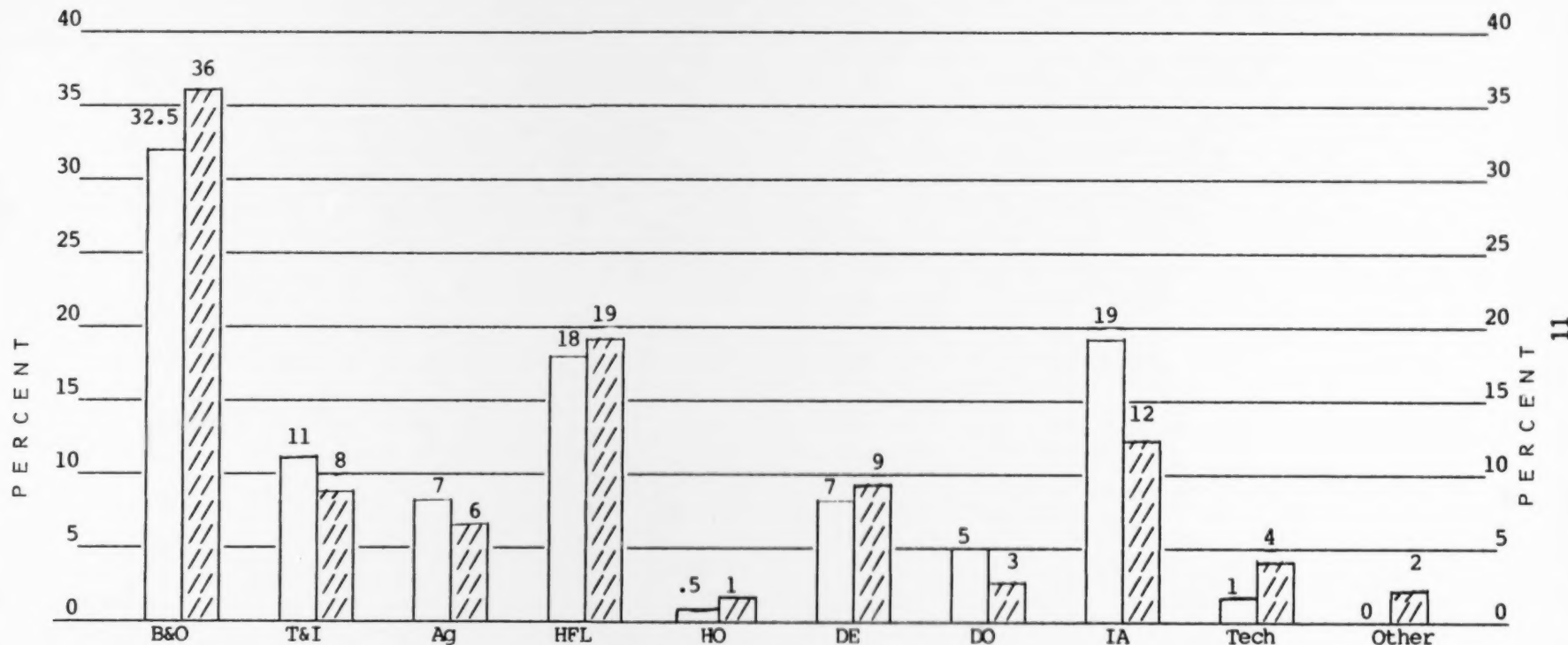


ENT

County-Wide
BACKGROUND INFORMATION

FIGURE 1.6

Primary Field of Specialization



CODE: Business & Office - B&O
Trade & Industry - T&I
Agriculture - Ag
Home & Family Life - HFL
Health Occupations - HO

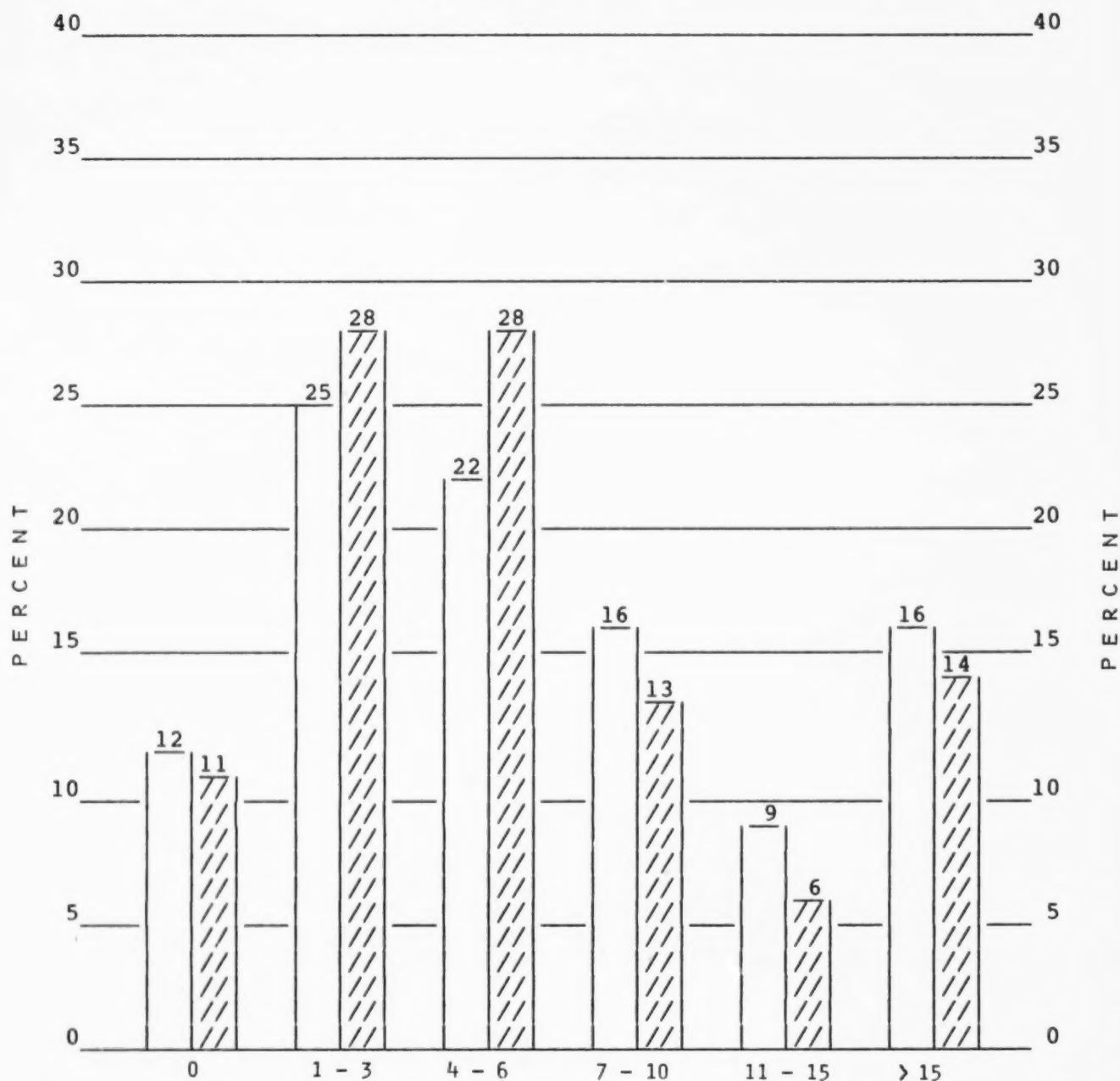
Distributive Ed. - DE
Diversified Occupations - DO
Industrial Arts - IA
Technical - Tech
Other

LEGEND: 
83-84 84-85

County-wide
BACKGROUND INFORMATION

FIGURE 1.7

Years of Experience in Industry



LEGEND:



years experience in industry. In 1984-85, 56 percent had a similar industry experience level.

Figure 1.8 This figure is a companion to the previous figure and describes years of experience in education. The recency of the industrial experience becomes a real question here because substantially more than half of the staff in both the baseline and follow-up year have more than eleven years experience in education. This information has contributed to the establishment of "return to industry" internships for vocational educators as part of the Cooperative's activities. However, the nature of the primary fields of specialization shown in Figure 1.6 probably has some impact on years of experience in industry and education.

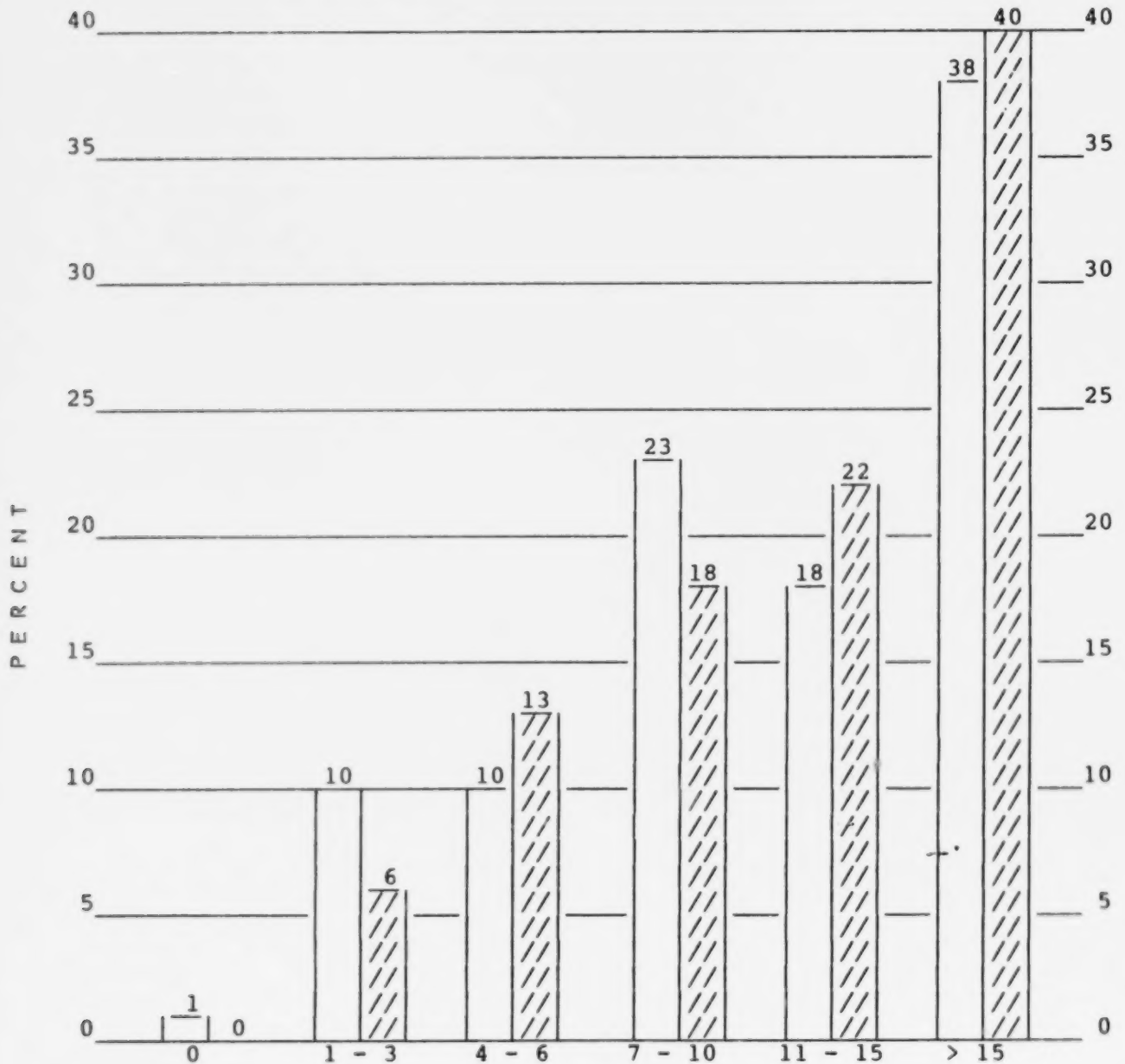
Figure 1.9 This figure shows how vocational education staff characterize their role in the placement of handicapped students into their programs. Clearly, the role of vocational education is still very limited in this regard. But at least a positive trend can be noted in that there is an increase in the numbers of those who have not attended, but talked with those responsible, and those who have commented on and reviewed the IEP after it has been developed. Similarly, there is a decrease in the numbers of those who report no involvement.

Figure 1.10 As a follow-up to the previous question, vocational educators were asked to relate what input they provided in developing the instructional program for the

County-wide
BACKGROUND INFORMATION

FIGURE 1.8

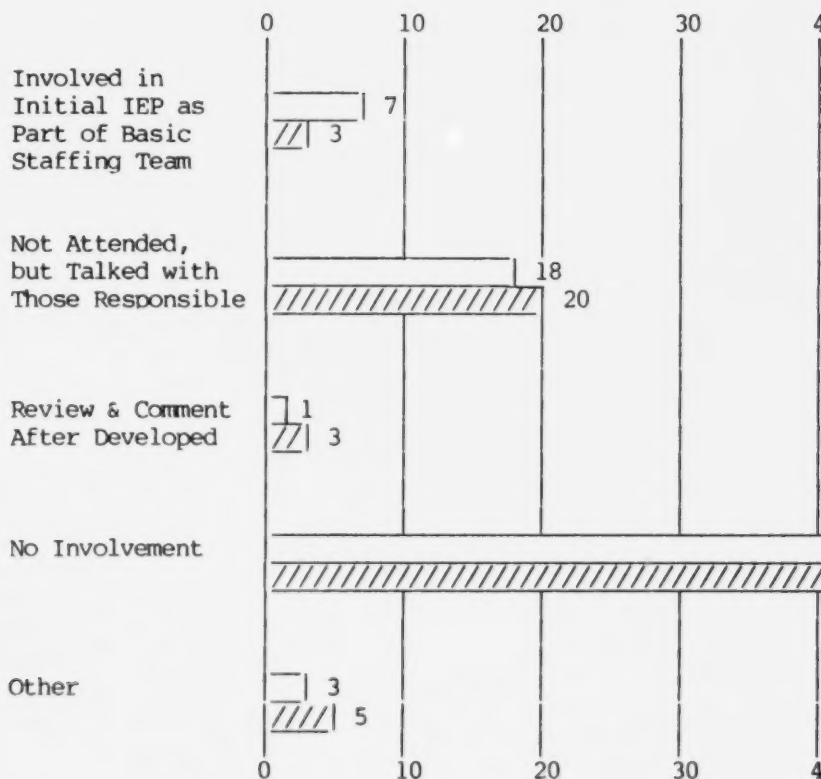
Years of Experience in Education



LEGEND:



Question: What is your role in the plan



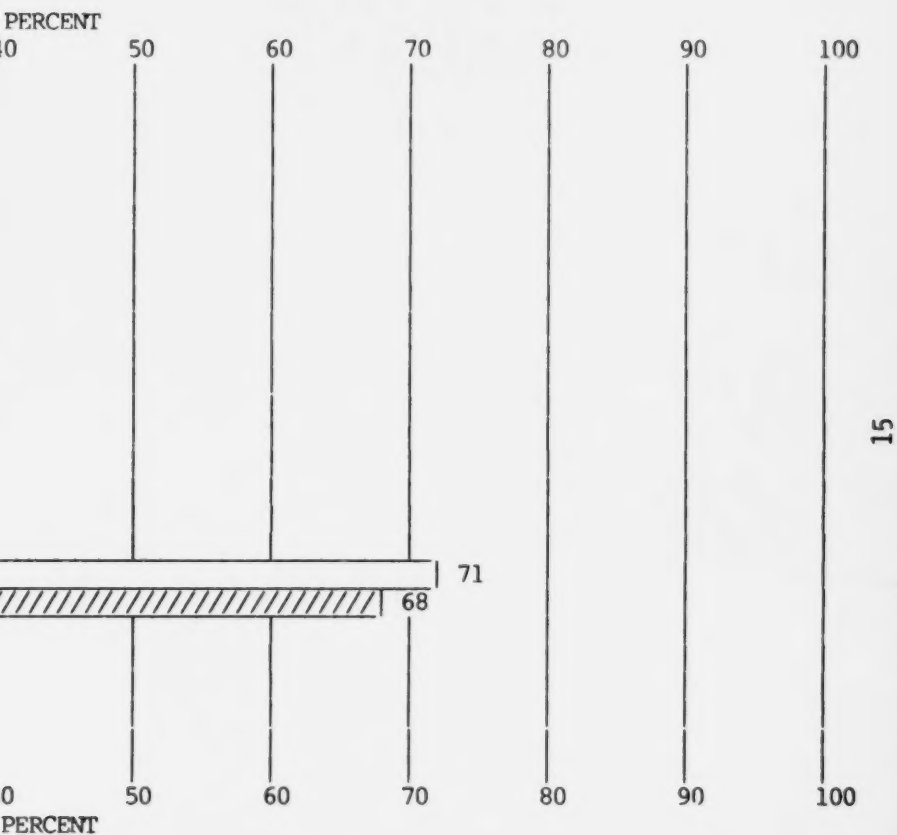
LEGEND:



1983-84 (Baseline)

1984-85

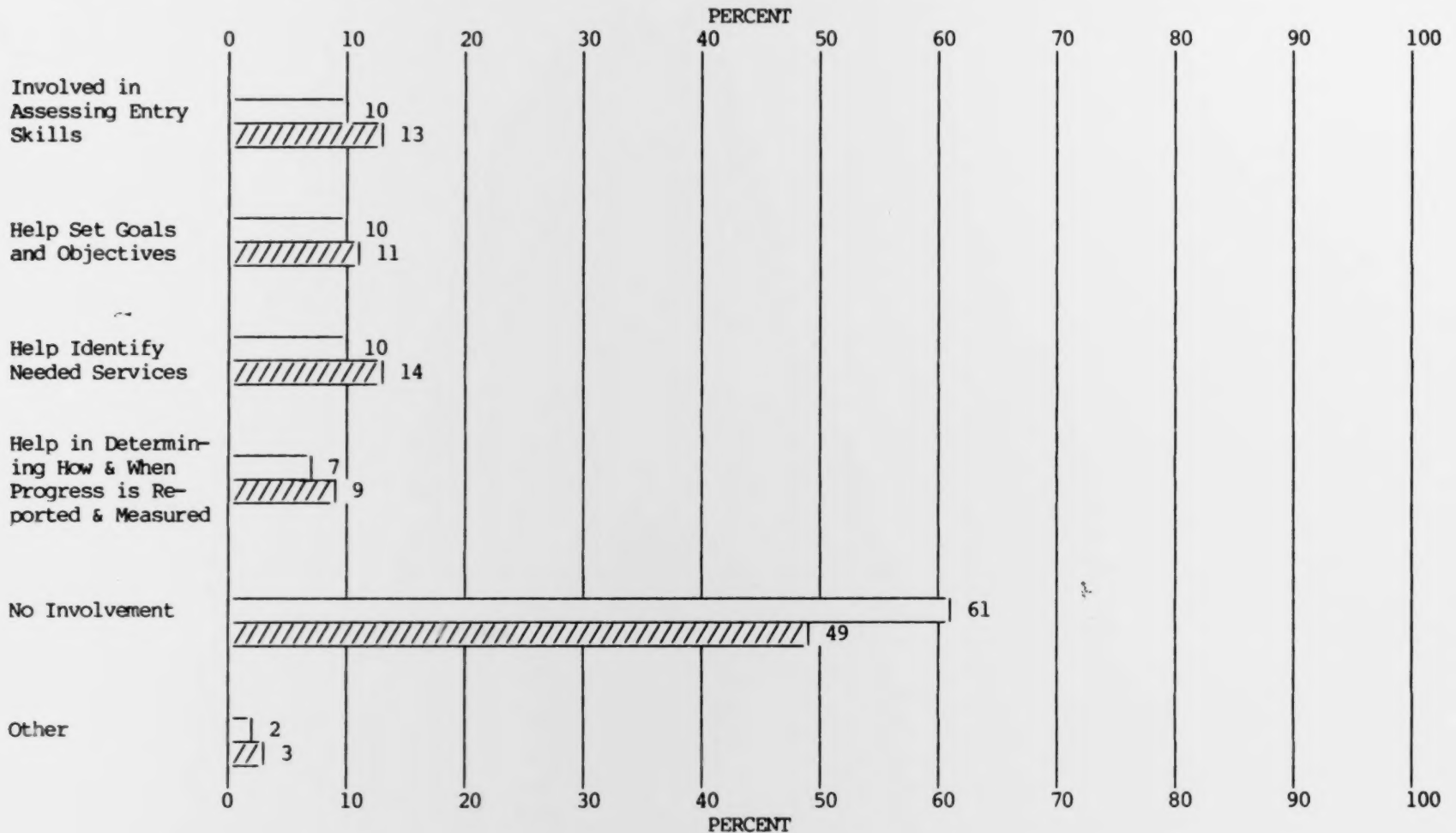
acement of a handicapped student in your class?

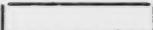


PIERCE COUNTY DATA

FIGURE 1.10

Question: What input do you provide the IEP team in developing the vocational program for the handicapped learner?



LEGEND:  1983-84 Baseline
 1984-85

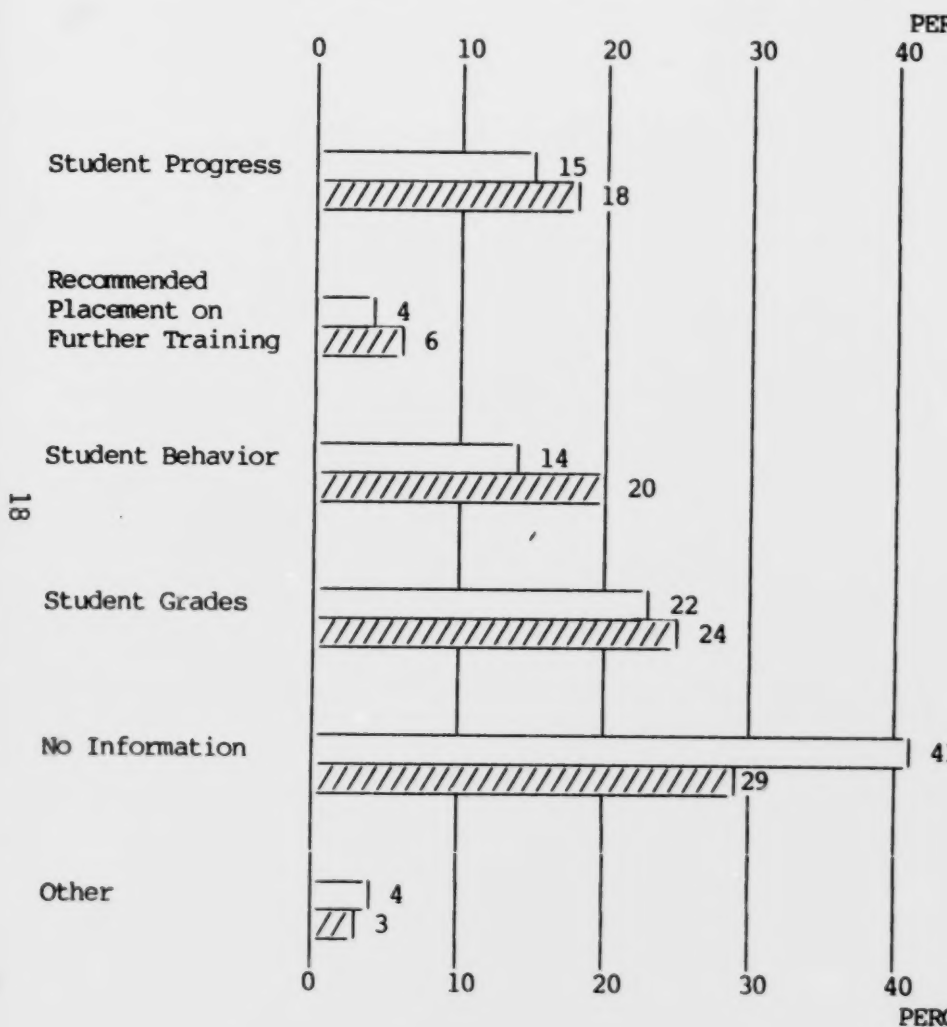
students after they were enrolled. This figure seems to depict the largest amount of growth between the baseline and the follow-up year. Every possible response that by all indications should increase, did increase, and the degree of no involvement similarly decreased.

Figure 1.11 As in figure 1.10, a trend towards real growth is seen in regard to what information is provided to the IEP team during and at the end of the year by vocational educators. Again, every area that logically should increase did, and the degree of no involvement decreased.

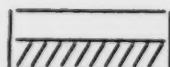
Figure 1.12 This figure asks the vocational educator to delineate the supportive services being utilized to help handicapped students succeed in respective classes. Most notable is the increase in use of specialized materials and the decrease in those who report using no supportive services. The increase in use of specialized materials is most probably directly related to the establishment of a Cooperative sponsored Materials/Resource Information Center. The Center was initiated in 1983-84 and came to be fully operational during the 1984-85 school year. The Materials Center houses over 3,000 items relative to special education students in vocational education programs.

Figure 1.13 As this figure indicates, there has been some growth in the area of contact with out-of-school agencies that provide services for the handicapped. These agencies include, but are not limited to: Vocational Rehabilitation,

Question: What information do you provide the



LEGEND:

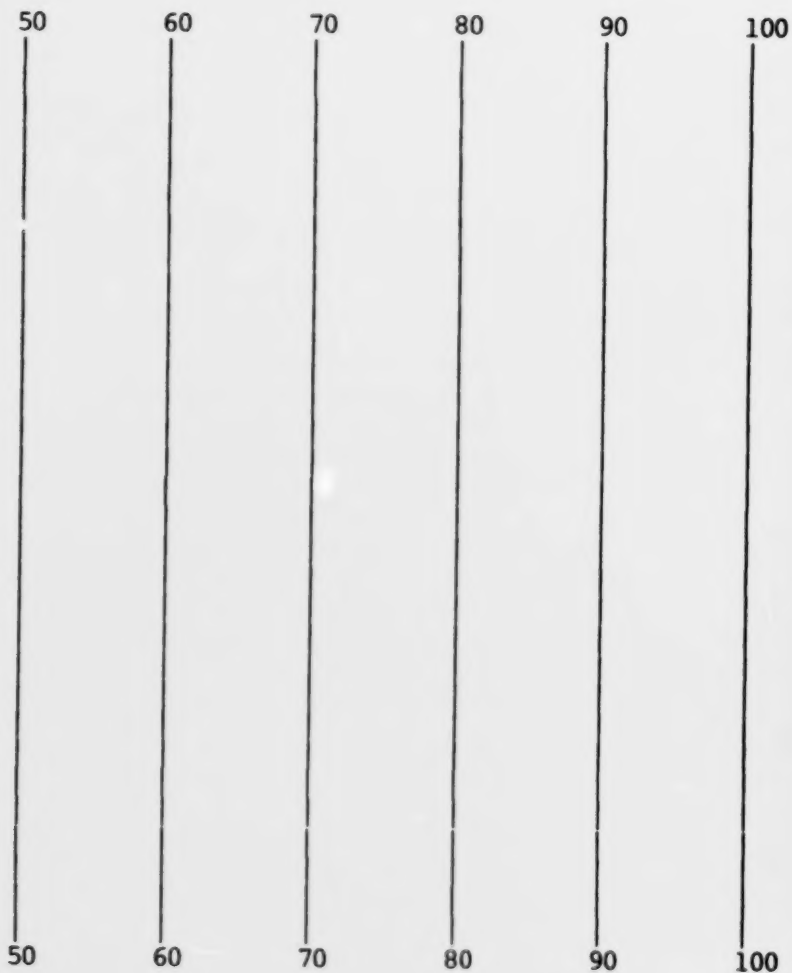


1983-84 (Baseline)

1984-85

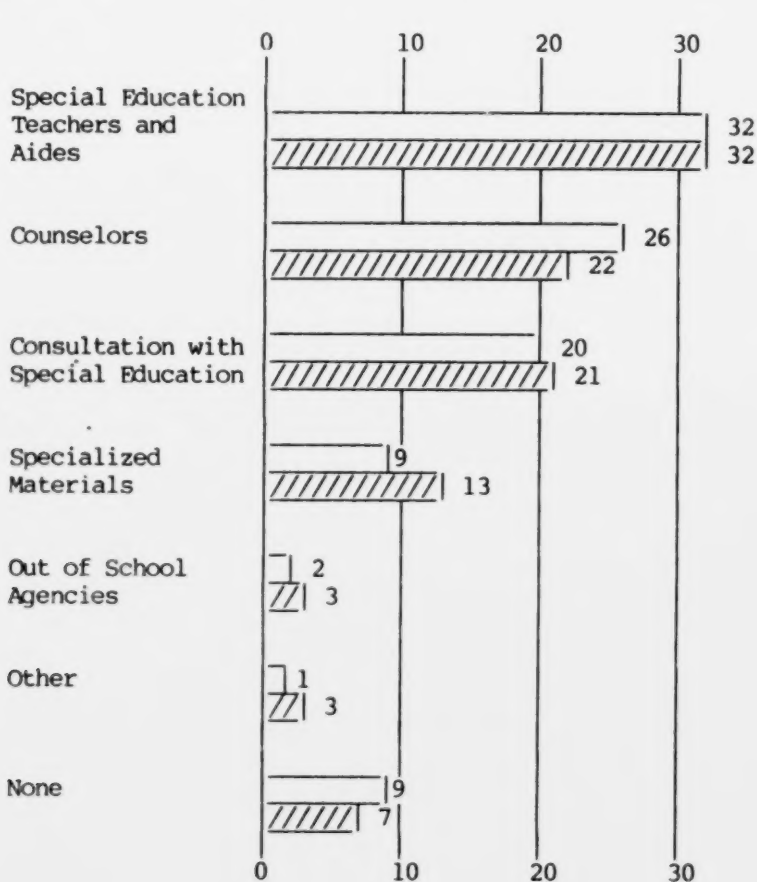
the IEP team during and at the end of the year?

PERCENT

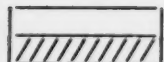


PERCENT

Question: Which supportive services in your school are you



LEGEND:



1983-84 (Baseline)

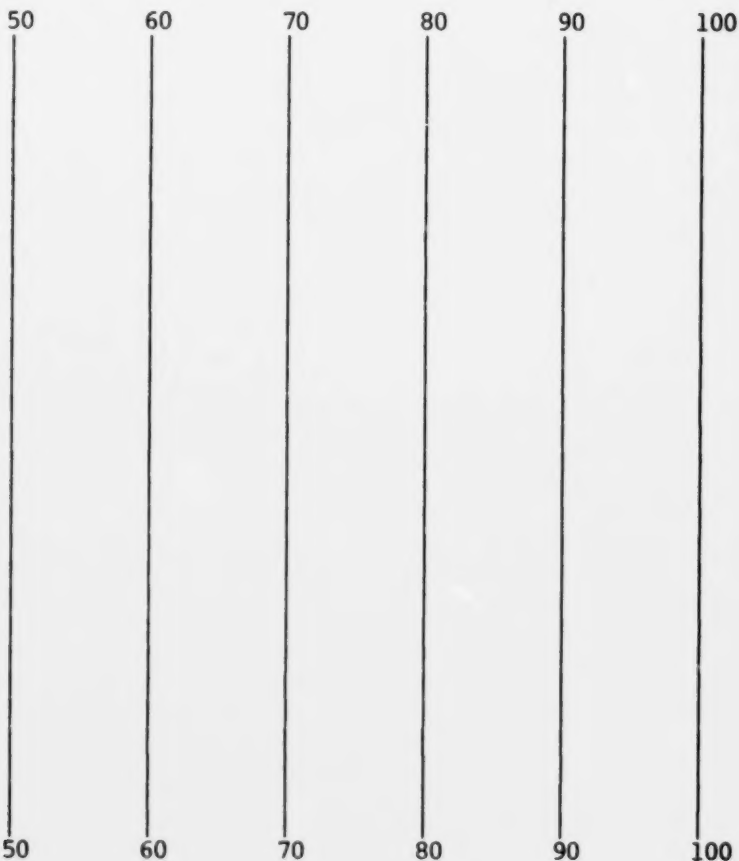
1984-85

COUNTY DATA

FIGURE 1.12

u using to help handicapped students succeed in your class(es)?

PERCENT

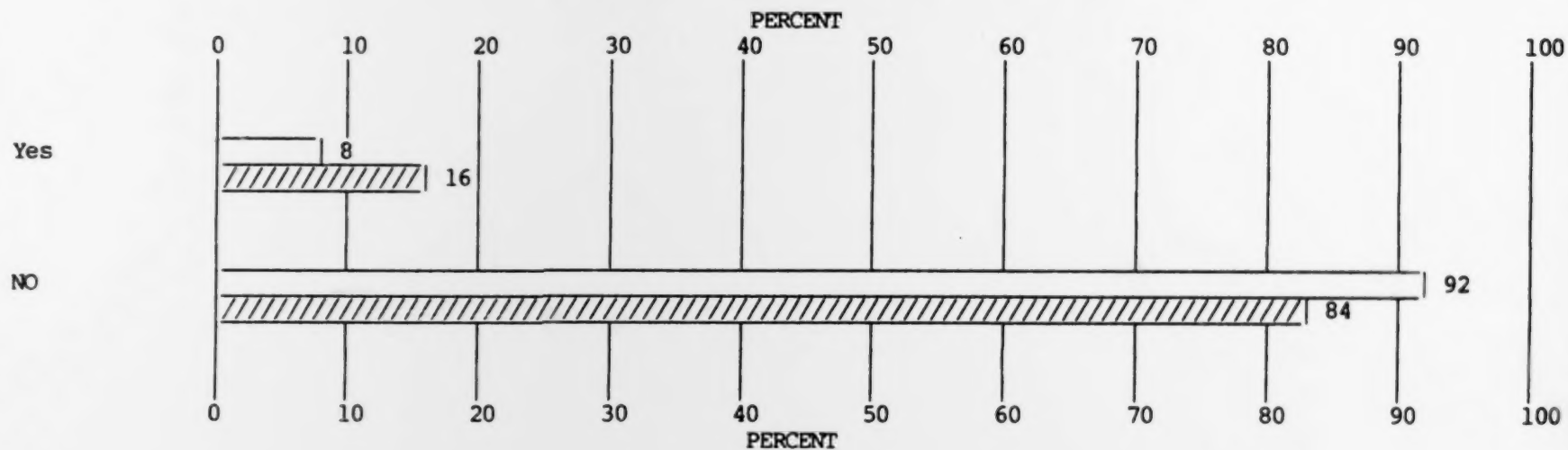


PERCENT

PIERCE COUNTY DATA

FIGURE 1.13

Question: Have you had contact with personnel from out of school agencies or organizations that provide services to the handicapped?



LEGEND:  1983-84 (Baseline)
 1984-85

Developmental Disabilities, Epilepsy Foundation, and the Cooperative itself.

OBSERVATIONS

Although a questionnaire approach to the ascertainment of data has some shortcomings, what it does do is verify, to some extent, the perceptions of the respondents. In the case of this Phase I data, it is fairly clear that vocational education staff do not see themselves as having a great deal of input into the placement decisions affecting special education student enrollment in vocational education programs. However, once enrolled, there is evidence to support the notion that vocational education is more visibly involved in the instructional planning and follow-up of handicapped learners than during the baseline (83-84) year. There is also evidence that this increase in involvement has carried over to out-of-school agencies.

There is some danger in making inferences that result in appropriate conclusions. Regardless, it seems safe to say that, at least at this point in time, the Cooperative is witness to the establishment of some promising trends. Vocational education staff members are more likely to be involved in the actual implementation and review/evaluation of the IEP process in 1984-85 than in 1983-84, and less likely to try and deal with the handicapped learner in isolation. Only through the annual replication of this data

collection effort, though, will it be able to determine if, in fact, the trends that are established continue.

When vocational staff perceive themselves as having increased input and involvement in the IEP process, chances are it is actually occurring. The implications of this perception shift for the Cooperative are also somewhat evident. That is, how can the momentum that has been generated be maintained? In response to this challenge, the Cooperative has prepared a three-dimension reaction. First, a compendium of potential entry and exit level objectives for more than twenty different vocational education programs is being promoted within the county. This should enable vocational and special education staffs to at least have a common framework or reference point in establishing relevant goals and objectives for special education students entering and exiting vocational education programs. Second, a practical collaborative IEP process model has been developed. The process model is applicable to all participating districts in Pierce County, and establishes a framework for dual input and involvement. A countywide staff development effort will help introduce this model during the 1985-86 school year. Third, arrangements are being made to provide compensation for vocational and special education staffs to join forces and instructionally plan for potential students prior to placement. Without some form of adequate compensation, it seems unlikely that truly meaningful consolidation of effort will be maintained.

REFERENCES

Albright, L. and Preskill, H. An Assessment of Mainstream and Special Vocational Education Involvement in the IEP Process and Related In-Service Needs. Department of Special and Vocational Education, University of Vermont, 1981.

PHASE II

AN EMPLOYMENT-RELATED FOLLOW-UP
OF FORMER SPECIAL EDUCATION STUDENTS

PURPOSE OF STUDY

Due to the multiplicity of variables associated with employment and unemployment rates of the handicapped population, it probably would not be wise to try to determine the impact of an educationally-based Cooperative on those figures as a single factor. Nonetheless, employment/unemployment and those issues that surround it certainly should be taken into account as part of an overall evaluation scheme. It is for that reason that this phase of the data collection was undertaken.

There are two basic questions that surround the Phase II data collection:

1. What happens to former special education students in Pierce County, Washington, with respect to work or postsecondary education when they graduate or leave the secondary educational system?
2. How do these figures compare to baseline established prior to the Cooperative's existence?

Most professionals would agree that oftentimes a secondary handicapped student's educational experience is not necessarily indicative of what that student will actually encounter when he or she leaves the educational environment. Therefore, the Phase II study, while not conclusive in and of itself, can provide the impetus for making some in-process educational decisions about the occupational futures of secondary special education learners in Pierce County.

PROCEDURES

In order to obtain the baseline information presented in Phase II of this data collection, a survey form was devised by a subcommittee from the overall Cooperative. The form in its final draft was designed to collect eight items of information. This information included: (1) former student's special education classification while in school; (2) former student's current employment status and job title; (3) current monthly salary range; (4) previous employment status during past three years (1980-83) if student was not currently employed; (5) previous monthly salary range; (6) current involvement in postsecondary program (if any); (7) type of postsecondary program (academic or vocational); and (8) name and location of postsecondary institution and type of program.

One hundred and ninety-four (194) former secondary special education students who graduated or left school in Pierce County from 1980-83 were located. The 194 former students or parents/guardians of same who were interviewed represented 14.14 percent of the total secondary (grades 10-12) level special education population in participating districts. Secondary special education teachers in each participating district were asked to go through former student rolls and randomly contact up to five former students each. Contacts were made from December, 1983, through May, 1984. The survey forms were collected at the district level

during the spring and forwarded to the Cooperative office. The raw data were then hand tabulated and prepared for presentation.

The 1984 comparison data focused only on students who graduated or left during 1984. The survey form was adapted by the subcommittee to include some additional data in the follow-up. The additional data included: (1) employment status (full or part-time); and (2) comparison of employment rates for students who did or did not participate in vocational education while in high school. Since the population sample was restricted to 1984 program leavers only, previous employment questions were appropriately deleted. As was the original practice, secondary special education teachers were requested to follow up as many as five former students. The total number of former special education students who graduated or left Pierce County high schools during 1984 was 336. The number of students located in the 1984 follow-up survey was 146, or 43 percent of the possible pool. Considering the baseline and the 1984 group, 338 former students have been located. The survey forms used to collect both the baseline and 1984 data are included in Appendix C.

RESULTS

As in Phase I, the results of the Phase II data collection will be presented in a series of charts and/or graphs with a brief explanation of each. Data provided for 1984

only will be indicated as such.

In the baseline study, 82 percent of the former students surveyed were classified while in school as learning disabled (69 percent) or mildly mentally retarded (13 percent). The remaining 18 percent of the survey group was distributed within the following categories of exceptionality: orthopedically impaired, hard of hearing, behaviorally disordered, deaf, multi-handicapped, or unknown. This distribution corresponded well with actual 1983-84 enrollment figures in Pierce County schools, which showed that of the 1372 special education students enrolled in grades 10-12, 82 percent were also classified as learning disabled (67 percent) or mildly mentally retarded (15 percent). The same distribution pattern noted in the baseline data was again evident in the 1984 follow-up. Sixty-four percent of 1984 program graduates or leavers located were identified as learning disabled, and 15 percent were mildly mentally retarded. Therefore, the population samples used to compile this Phase II data are viewed as representative.

Forty-five percent of those who responded to the survey were former students themselves; 35 percent were parents or guardians of former students; and 20 percent were reliable others (brothers, sisters, relatives or former teachers who had recently talked with the student).

Figure 2.1 This figure presents a comparison of employment rates for the baseline data and 1984 graduates/leavers. A

slight increase in the employment rate was noted for the 1984 group. However, for these figures to have any real meaning they must be compared to total population and comparative age group employment rates. In 1980-83, the time frame associated with the baseline, unemployment in Pierce County fluctuated between 11-12 percent. In 1984, the overall county unemployment rate was 10 percent. Therefore, there is no real discernable difference in the rates of unemployment for the years being examined. In other words, a difference of 1-2 percent would have been expected, given the drop in unemployment county-wide.

Figure 2.2 Taking Figure 2.1 a step further, a comparison of employment rates for comparable age groups (16-24 years) of former special education students and the total group is shown in this figure. During 1980-83 a differential of 25 percentage points is noted. A 26 percentage point differential is observed in 1984. Again, no substantial changes are seen in the comparison period.

Figure 2.3 The employment status (full-time/part-time) is shown for former special education students in Figure 2.3. This data is available for 1984 only. Slightly more former students were employed full-time than part-time when these data were extracted.

Chart 2.1 This first chart in the Phase II data includes job titles for former special education students who are currently employed (N=81). An asterisk (*) indicates students who are employed in jobs directly related to the occupational

FIGURE 2.1

COMPARISON OF EMPLOYMENT RATES

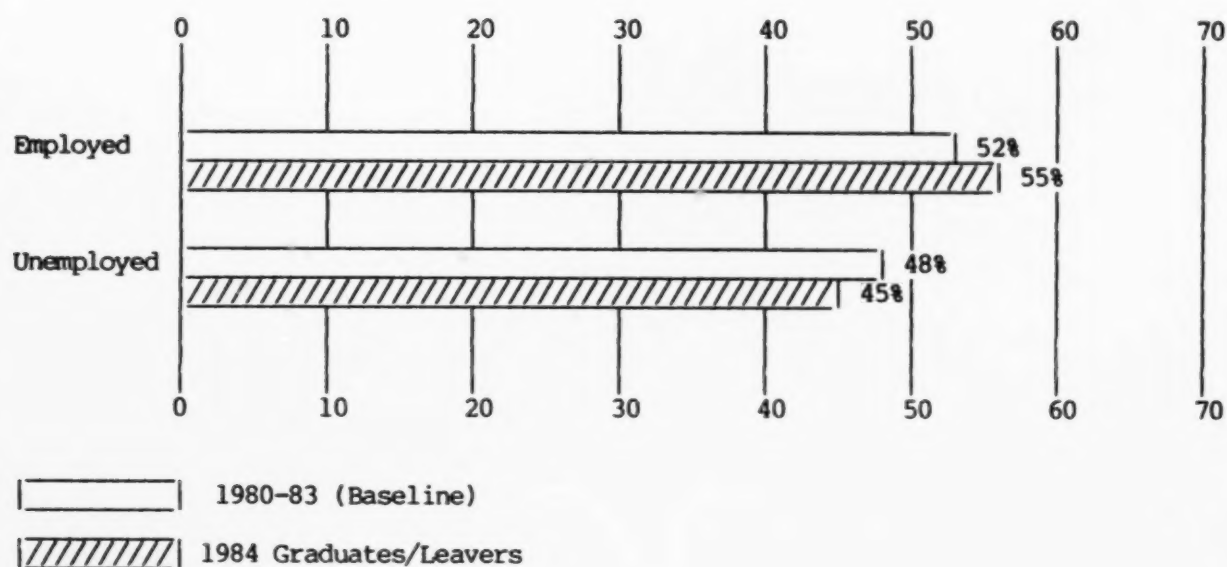
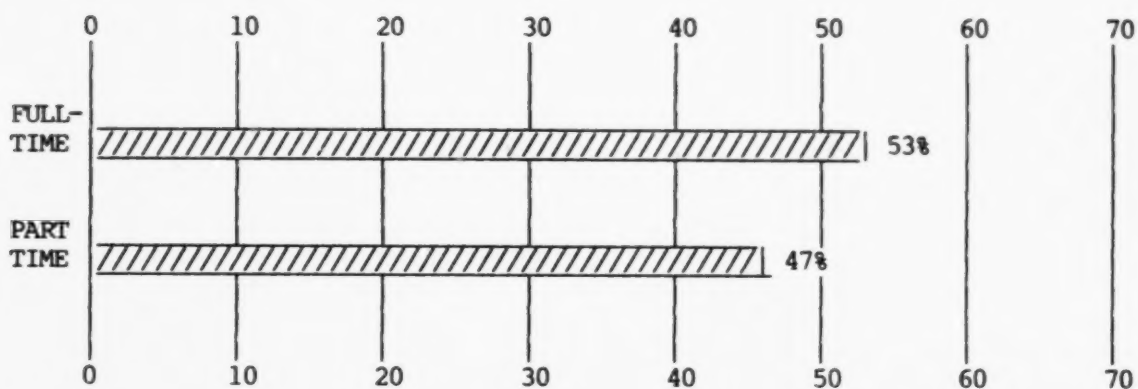


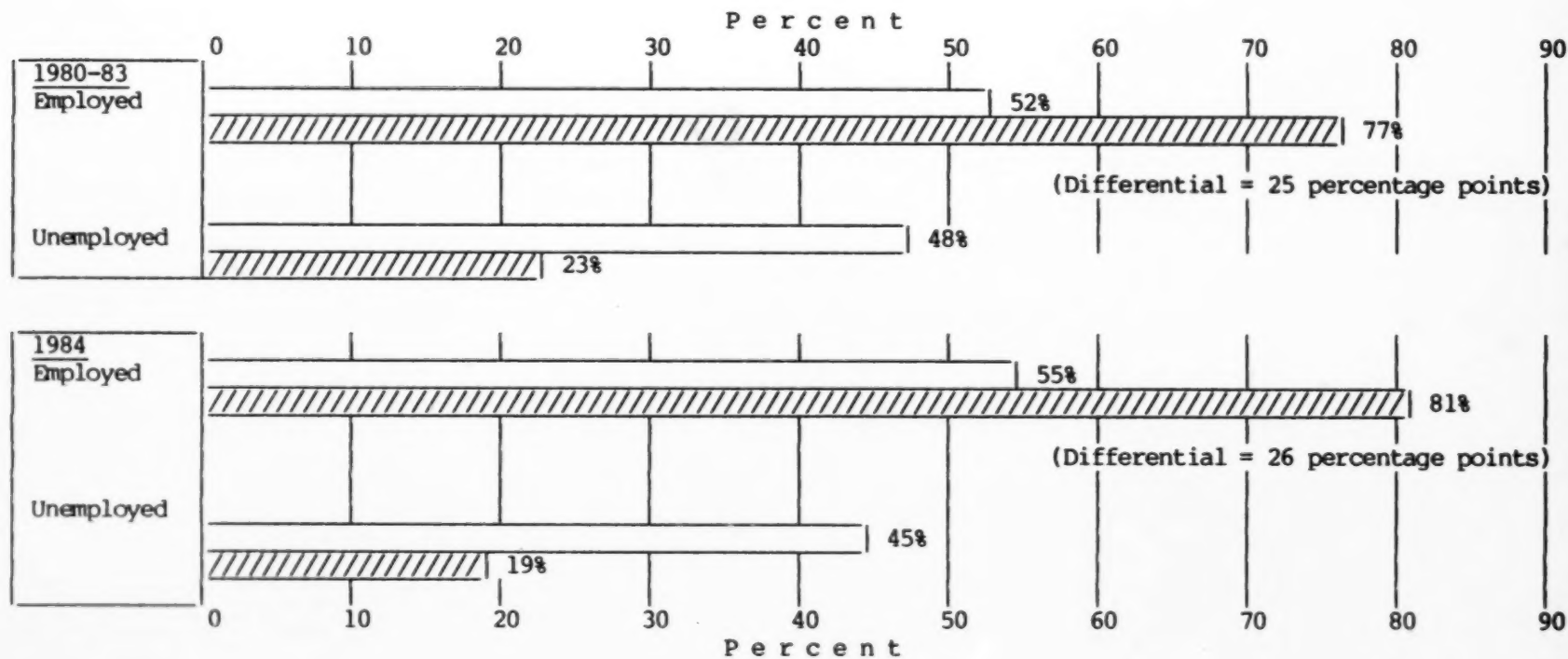
FIGURE 2.3

FORMER SPECIAL EDUCATION STUDENT
EMPLOYMENT STATUS
(1984 Data Only)

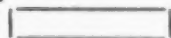


COMPARISON OF EMPLOYMENT RATES FOR COMPARABLE AGE GROUPS
(16-24 YEARS)

FIGURE 2.2



Legend



Special Ed.



Total Population

CHART 2.1

JOB TITLES OF FORMER SPECIAL
EDUCATION STUDENTS WHO
ARE CURRENTLY EMPLOYED

Apprentice Plumber	Logger
Assembly Line Worker	Machinist Helper
Auto Body Worker	Maintenance Worker
*Auto Detailer	Meat Clerk
Baby Sitter	Metal Polisher
Cafeteria Worker	National Guard
Carpet Cleaner	*Nurse's Aide
Clerk	Pallet Handler
College Work-study	Paper Carrier
Construction (framing)	Pastry Cook
Construction Worker	Photo Finisher
Cook	Pie Maker
Crew Helper	Rec. Vehicle Detailer
Custodial Worker	*Social Service Aide for
Delivery Person	the Elderly
Dishwasher	*Stock Clerk
Gas Station Attendant	Tutor
Goodwill Industries Worker	U. S. Air Force
Grocery Clerk	U. S. Army
Grocery Store Worker	U. S. Marine Corp
Housekeeper	U. S. Navy
Job Corps	Video Delivery/Repair
Laborer	Waiter
*Lathe Worker	Y.M.C.A. - Child care

* Directly related to secondary occupational preparation program.

preparation they received while in high school. Many students who were located have same or similar job titles, so title appears only once.

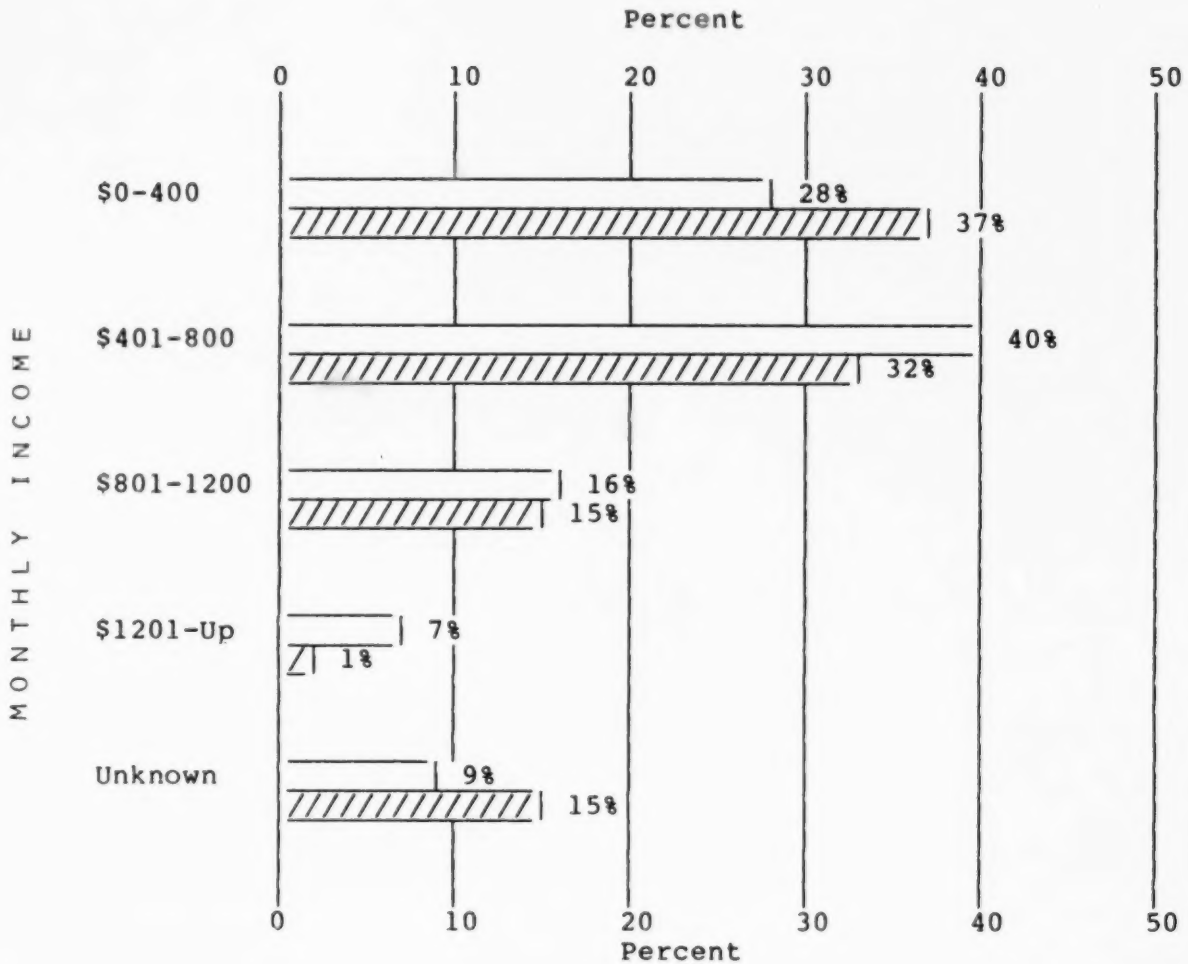
Figure 2.4 Figure 2.4 describes the salary range of currently employed former special education students. Given the part-time employment status of 47 percent of those who are employed the figures relative to monthly salary range are not surprising. In the baseline, 68 percent earned between \$0-800 per month. In 1984, 69 percent of the population were in that same range. An increase in the \$0-400 range was observed in the follow-up year, and a similar decrease was noted in the \$401-800 per month range. That is to say, seven in ten of the former special education students who are currently employed will earn less than \$10,000 per year. For comparison purposes, the 1983 average annual salary in Washington State stood at \$18,041 and in Pierce County, that figure was \$16,799.

Figure 2.5 A dramatic increase in the number of students who are currently involved in some type of postsecondary educational program is found in this figure. Almost twice as many students in the follow-up year were participating in some kind of postsecondary educational experience than was noted in the baseline. This trend may be due, in part, to an increased emphasis on postsecondary planning for students by participating districts in the Cooperative.

Figure 2.6 This figure describes the nature of postsecondary

FIGURE 2.4

SALARY RANGE OF CURRENTLY EMPLOYED
FORMER SPECIAL EDUCATION STUDENTS

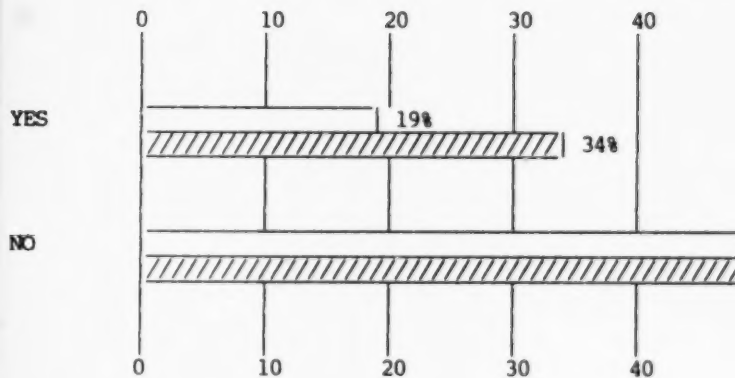


LEGEND

- | | 1980 - 83 (Baseline)
- | / / / / 1984 Graduates/Leavers

CURRENTLY
POST SECONDARY E

Per



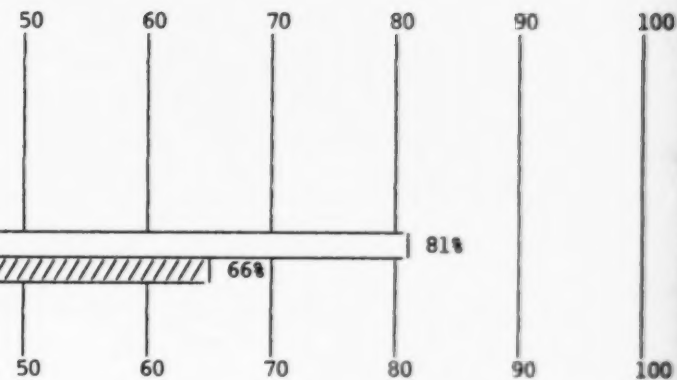
LEGEND

- |  | 1980 - 83 (Baseline)
- |  | 1984 Graduates/Leavers

INVOLVED IN
EDUCATION PROGRAMS

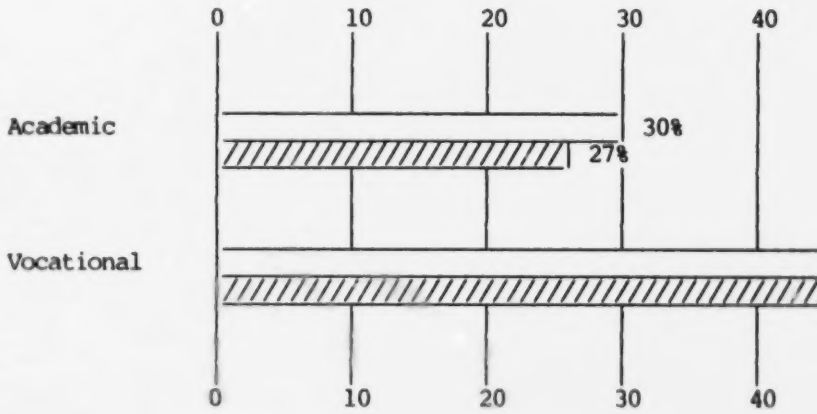
FIGURE 2.5

cent



NATURE OF POST SECO

Perc



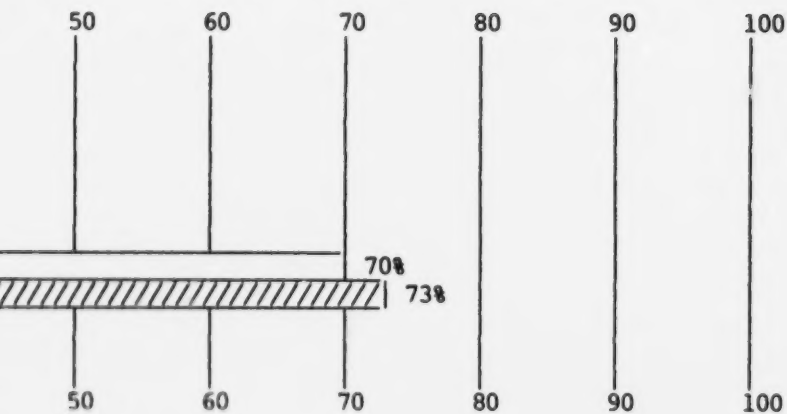
LEGEND

- 1980-83 (Baseline)
- 1984 Graduates/Leavers

NDARY INVOLVEMENT

FIGURE 2.6

ent



involvement. As can be seen, nearly three out of every four former special education students who currently pursue post-secondary training choose a vocational as opposed to an academic route.

Chart 2.2 Chart 2.2 shows the locations and corresponding programs associated with the former students' postsecondary education. An asterisk (*) indicates programs that are directly related to students' vocational experience while in high school.

Figure 2.7 Fifty-four percent of the respondents to the survey in 1984 indicated that former students participated in some type of vocational program while in school. Figure 1.7 provides an indication of the employment rates for former students who were involved in vocational programs while in high school. Vocational programs students participated in may have been sponsored by either vocational or special education. (A complete analysis of current enrollment patterns appears in Phase III of this report.)

Figure 2.8 This figure indicates the employment status (full-time/part-time) of former students who participated in vocational programs while in high school.

Figure 2.9 Forty-six percent of the respondents to the survey in 1984 indicated that former students did not participate in any type of vocational program while in school. Figure 2.9 provides the employment rates for former students who were not involved in vocational programs while in high

CHART 2.2

PARTICIPATION IN POST SECONDARY PROGRAMS BY FORMER SPECIAL EDUCATION STUDENTS

Academic Programs

<u>Name of Institution</u>	<u>Curriculum Area</u>
Eugene (Ore.) Bible College	General Academic
Fort Steilacoom Comm. College	General Academic
Gaulaudet (Washington, D.C.)	General Academic
Green River Community College	General Academic
Shoreline Community College	General Academic
Spokane Community College	General Academic
Tacoma Community College	General Academic

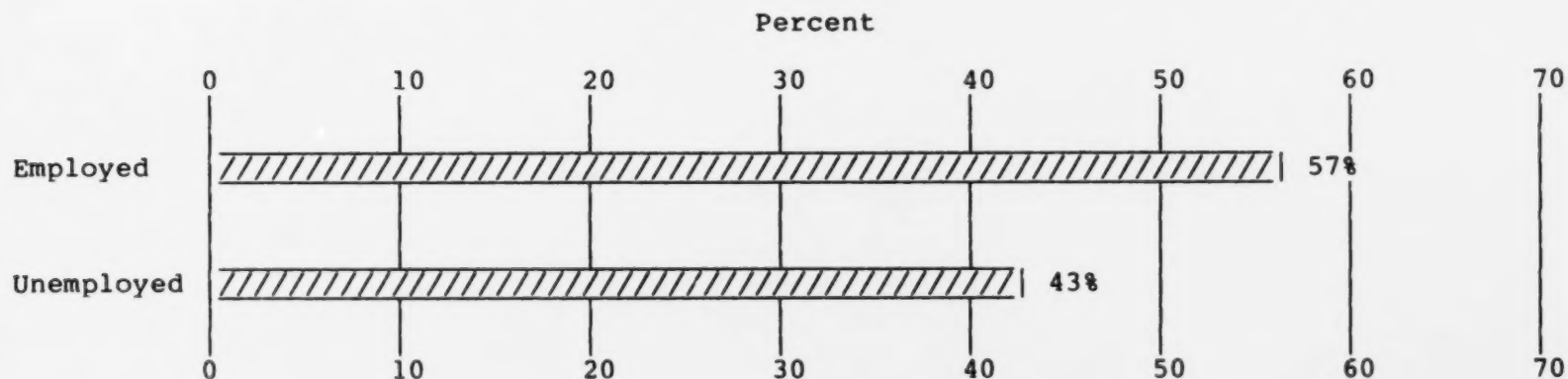
Vocational Programs

<u>Name of Institution</u>	<u>Curriculum Area</u>
Clover Park Voc-Tech Institute	Auto Body
Idaho Job Corps	*Auto Mechanics
Knapp Business College (private)	Bank Teller
L. H. Bates Voc-Tech Institute	Career Exploration
Modesto (Calif.) Comm. College	*Cashier/Checker
Seattle Comm. College	Child Care
	Construction Trades
	*Cosmetology
	*Diesel Mechanics
	Engineering Technology
	*Greenhouse/Nursery
	Laundry Services
	*Manufactured Housing
	Secretarial
	*Telephone Repair
	Welding

* Directly related to secondary occupational preparation program.

EMPLOYMENT RATE OF STUDENTS WHO PARTICIPATED
IN VOCATIONAL PROGRAMS WHILE IN HIGH SCHOOL
(N=79) 1984 Data Only

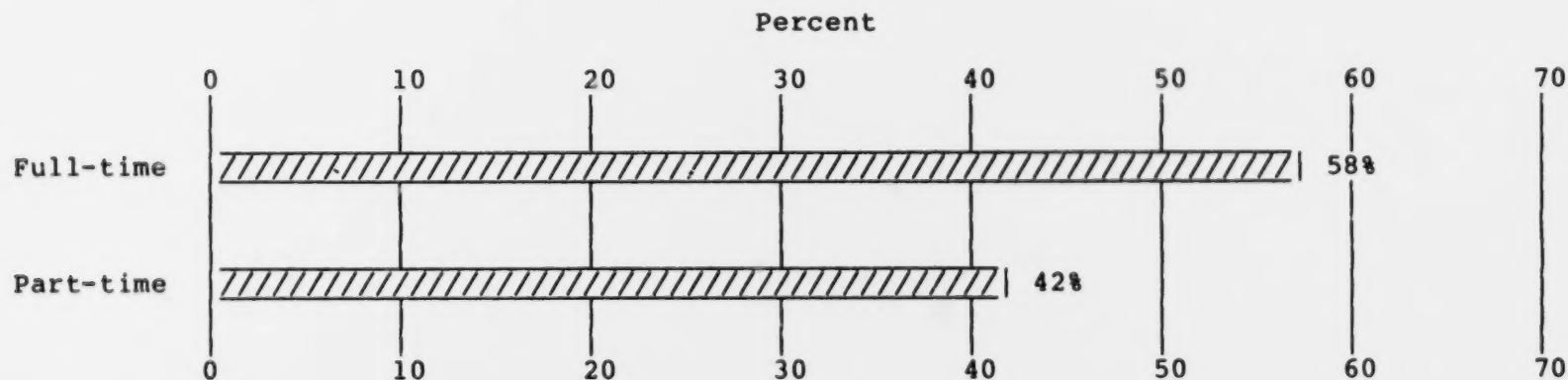
FIGURE 2.7



39

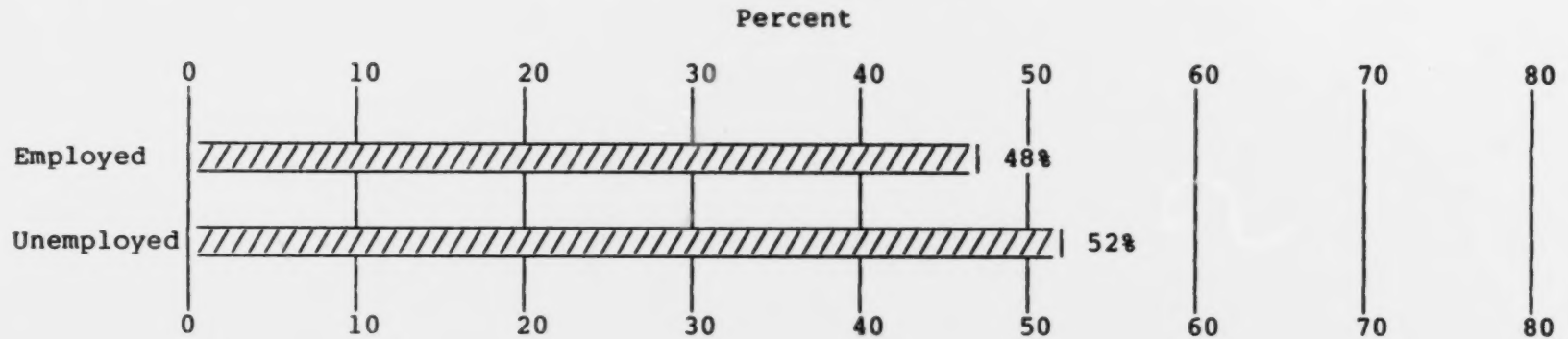
EMPLOYMENT STATUS OF STUDENTS WHO PARTICIPATED
IN VOCATIONAL PROGRAMS WHILE IN HIGH SCHOOL
(N=45) 1984 Data Only

FIGURE 2.8



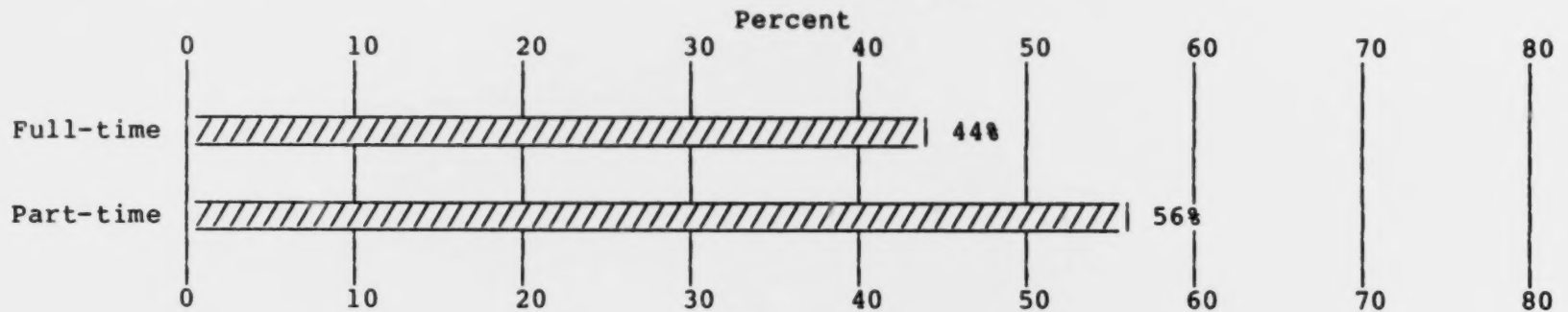
EMPLOYMENT RATE OF STUDENTS WHO DID NOT
PARTICIPATE IN VOCATIONAL PROGRAMS WHILE IN HIGH SCHOOL
(N=67) 1984 Data Only

FIGURE 2.9



EMPLOYMENT STATUS OF STUDENTS WHO DID NOT
PARTICIPATE IN VOCATIONAL PROGRAMS WHILE IN HIGH SCHOOL
(N=32) 1984 Data Only

FIGURE 2.10



school.

Figure 2.10 The employment status (full-time/part-time) of former students who did not participate in vocational programs while in high school is shown in this figure.

OBSERVATIONS

The employment picture for former special education students in Pierce County is not significantly different in 1984 than it was during the baseline period. Unemployment still exceeds 40 percent, and almost 70 percent of those who work earn less than \$10,000 annually. Although unemployment percentages have decreased by three percent, comparable percentages for the total population and representative age groups have also decreased from between one and four percent during that same period of time.

However, some promising trends were observed. These trends will be even more promising if they do not diminish over a reasonable amount of time. For example, postsecondary educational involvement of former special education students identified in the follow-up survey has nearly doubled. This, coupled with the fact that the unemployment rate did not expand, leads one to believe that as a group, special education students graduating or leaving Pierce County schools in 1984 may be somewhat better off than their predecessors in terms of vocational opportunities and alternatives. Salary levels of those who are employed have

remained stable, and job titles show some degree of diversity. While these trends are far from being economically acceptable, they may be indicators of some future gains.

One of the real pieces of information obtained from this Phase II data is that, at least in Pierce County, a special education student's participation in vocational programs of some kind while in high school seems to have a measurable impact on employment rate and status. Students who reportedly participated in vocational programs at the secondary level exceeded those who did not reportedly participate in such programs in both employment rate (57 percent versus 48 percent) and in full-time employment status (58 percent versus 44 percent).

The expressed purpose of the Cooperative, in relationship to student achievement outcomes, is the development of job entry level skills and/or the foundation for postsecondary vocational involvement. These data in Phase II appear to reinforce that notion as a viable pursuit, and lend credibility to the overall consortium of effort between secondary vocational and special education. The implications of these data for the Cooperative are to intensify the propriety and frequency of activities that serve to bring the disciplines closer together at a critical juncture.

PHASE III

AN ASSESSMENT OF SECONDARY
VOCATIONAL PROGRAM PLACEMENT
AND CORRESPONDING IEP GOAL STATEMENTS

PURPOSE OF STUDY

The intent of this Phase III data collection is to quantitatively and qualitatively describe the vocational program placement of secondary special education learners in Pierce County. Quantitatively, the characteristics of the population and their subsequent vocational placements will be described. Qualitatively, corresponding IEP goal statements in reference to individual student placements are rated using a predetermined scale. (See Appendix D.)

The total secondary (grades 10-12) mildly handicapped population in all participating districts of the Cooperative is the basis for this study. All student schedules and their Individualized Education Programs (IEPs) were reviewed to compile these data.

Some of the critical questions raised by the initiation of a multidistrict Cooperative of special and vocational education are: (1) Has the Cooperative had an impact on baseline programming patterns for special education youth in relationship to vocational preparation at the secondary level?, and (2) Has the instructional efficacy of those placements been enhanced by the inclusion of appropriate goal statements that appear on IEPs? These data attempt to deal with those questions.

PROCEDURES

During the baseline year of 1983-84, all participating

districts in the Cooperative were asked to examine each identified mildly handicapped learner enrolled in grades 10-12. This examination focused on current vocationally related program placement status and corresponding IEP goal statements.

For the purposes of this study, and throughout Pierce County, vocationally related program placements are categorized in three major program types: (1) reimbursable vocational education; (2) special education sponsored vocational training; and (3) non-reimbursable vocational education/training.

Reimbursable vocational education programs are programs that are funded with state and federal vocational education dollars, and staffed with state certified vocational education instructors.

Special education sponsored vocational training programs are programs funded through state and federal special education dollars, and staffed with state certified special education instructors.

Non-reimbursable vocational education/training programs are funded through general education monies and may or may not be staffed with state certified vocational or special education instructors. A non-reimbursable program would not be the recipient of state or federal special education or vocational education dollars. Instructor certification for non-reimbursable programs is state recognized, but may be in areas other than vocational or special education (i.e., regular education).

Various program options constitute each of these three major program types. These program options are delineated in the data collection results.

Corresponding IEP goal statements were categorized into four specific areas. These areas are: (1) content goals;

(2) prevocational goals; (3) placement goals; and (4) none.

A content goal is defined as one that speaks directly to the content of the program type or option in which the student is enrolled.

A prevocational goal is generic to any vocationally related program type or option the student may be enrolled in, but does not reflect the specific content of that program type or option. Prevocational goals can be considered content goals, however, if the student is enrolled in a prevocational or career awareness class and the goal speaks directly to the content of the program type or option under consideration.

A placement goal is one that only describes the student's involvement or enrollement in any given program type or option. It does not deal with any instructional outcome.

None indicates that no vocationally related goals appear on the IEP regardless of program type and option.

To complete the data collection process, each district was provided a Cooperative-approved data collection form and accompanying instructions (see Appendix D). Each individual district designated someone to oversee the data collection. In all cases this person was the director of special education or a special education program administrator. The data collection results were then cross-referenced with state reporting forms to ensure numerical consistency. When all forms were completed and cross referenced, they were sent to the Cooperative office.

At the Cooperative office, all entries were logged onto a mainframe computer in one of the districts and then summed by district and county totals. The data were then tabulated for presentation in their present form.

The same procedures were followed in the 1984-85 follow-up year.

Both duplicated and unduplicated counts are shown in the reporting of data. The unduplicated count is used when reporting county-wide numbers of handicapped learners. The duplicated count is used when reporting program related information because at any one time, students may be enrolled in more than one program type or option within that type.

RESULTS

The results of this Phase III data collection will be presented in two major sections: Quantitative Data and Qualitative Data. Each section will be further divided into sub-sections regarding: (a) all program types, and (b) singular program types. Summary statements about each figure presented in the respective section or sub-section are also increased. The figures then follow the summary statements.

QUANTITATIVE DATA

A. ALL PROGRAM TYPES

Figure 3.1: This figure presents a comparison of secondary (grades 10-12) special education enrollment in the twelve districts participating in the Cooperative. Both raw numbers and percentages are presented. The 1983-84 total of 1372 and the 1984-85 total of 1441 are unduplicated counts and veri-

Figure 3.1

COMPARISON OF SECONDARY ENROLLMENT
IN PIERCE COUNTY SCHOOLS BY
HANDICAPPING CONDITION (GRADES 10-12)

<u>Special Education Classification</u>	<u>Numbers of Students</u>		<u>Percentage of Total</u>	
	<u>83-84</u>	<u>84-85</u>	<u>83-84</u>	<u>84-85</u>
Behaviorally Disordered	132	125	9.62	8.67
Communication Disordered	16	15	1.17	1.04
Deaf	23	21	1.68	1.46
Hard of Hearing	21	5	1.53	.35
Health Impaired	13	62	.95	4.30
Learning Disabled	920	991	67.05	68.77
Mentally Retarded	210	197	15.31	13.67
Multi-handicapped	11	6	.80	.42
Deaf-Blind	1	0	.07	0
Orthopedically Impaired	20	15	1.46	1.04
Visually Impaired	<u>5</u>	<u>4</u>	<u>.36</u>	<u>.28</u>
Total (unduplicated)	1372	1441	100.00%	100.00%

FIGURE 3.4

1983-84 ENROLLMENT PERCENTAGES OF HANDICAPPED
STUDENTS IN VOCATIONALLY RELATED PROGRAMS
BY PROGRAM TYPE (DUPLICATED COUNT)
N=1630

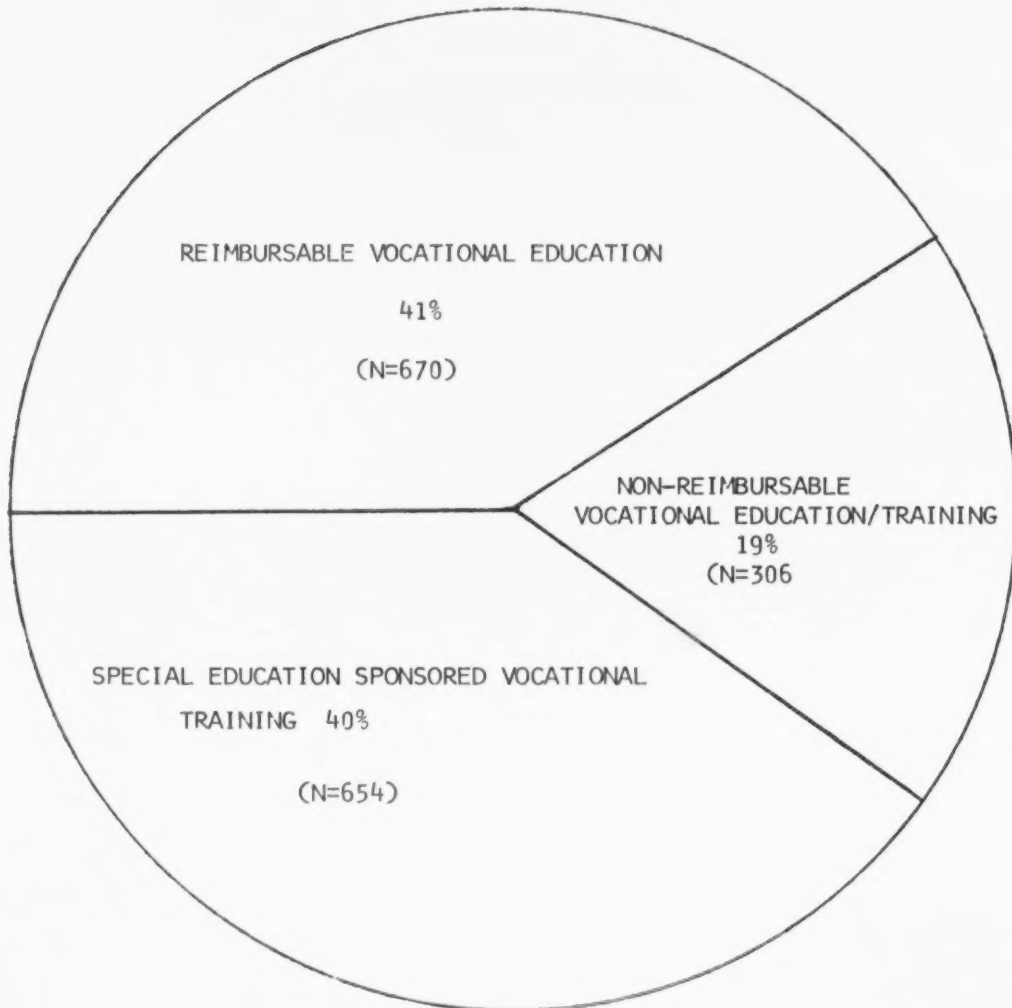


Figure 3.5: In comparison to Figure 3.4, enrollment percentages of handicapped students in these vocationally related program types for 1984-85 are illustrated in this figure. Again, substantial shifts in enrollment patterns can be noted between the baseline year (83-84) and 1984-85. There is a marked increase in the percentages of handicapped learners participating in both reimbursable vocational education and non-reimbursable vocational education/training. Subsequently, there is a discernable decrease in the percentage of students participating in special education sponsored vocational training.

B. SINGULAR PROGRAM TYPES

Reimbursable Vocational Education

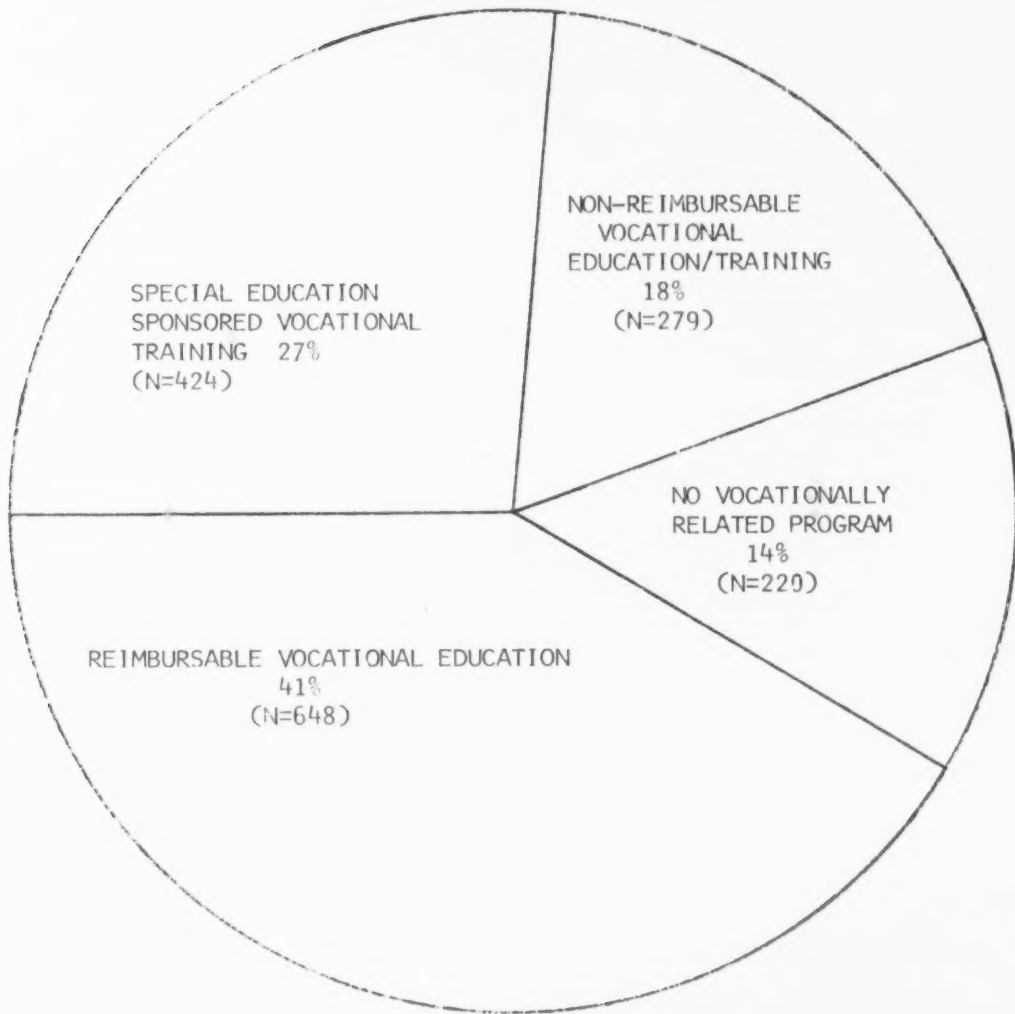
Figure 3.6: This figure indicates the enrollment of handicapped learners in reimbursable vocational education programs. There appear to be no substantial population discrepancies between the 83-84 school year and the 84-85 term. Handicapped learners were exposed to reimbursable vocational education in much the same way as that population is distributed throughout the county in general (Figure 3.1), although there is some evidence to indicate that learning disabled students as a group are more able to access reimbursable vocational education than mentally retarded students as a group.

Figure 3.3: Some substantial shifts in the comparable 1984-85 enrollment patterns relative to vocationally related program types are shown in Figure 3.3. Special education student enrollment in reimbursable vocational education has increased a full five percent and decreased in special education sponsored vocational training by seven percent. Enrollment in non-reimbursable vocational education/training programs has increased by two percent. Although the percentage of students not enrolled in any vocationally related program remained at 14 percent in reference to the duplicated count, the actual number of students not enrolled in any occupational preparation program decreased by more than four percent when unduplicated count is considered (19.38 vs. 15.27).

Figure 3.4: The 1983-84 enrollment percentages of handicapped students in the three vocationally related program types are presented in this figure. Students not enrolled in any vocationally related program type are eliminated from this figure, and all remaining figures, so that the discussion of data can begin to focus exclusively on students involved in one or more of the three vocationally related program types in Pierce County: reimbursable vocational education, special education sponsored vocational training, and non-reimbursable vocational education/training.

FIGURE 3.3

1984-85 ENROLLMENT OF SECONDARY
HANDICAPPED STUDENTS IN PIERCE COUNTY
DUPLICATED COUNT
(N=1571)



fied by state special education reporting forms. Percentages are compatible for the reporting periods for the most part, however, there is evidence of a slight decrease in the hard of hearing category and a moderate increase in the health impaired group. Probably the most significant finding in both 83-84 and 84-85 is that learning disabled and mentally retarded students combined constitute over 80 percent of the secondary special education population.

Figure 3.2: The 1983-84 enrollment of secondary handicapped students in terms of vocationally related program types is shown in Figure 3.2. Presented for comparison purposes, this figure depicts the percentages of special education students enrolled in reimbursable vocational education, special education sponsored vocational training, non-reimbursable vocational education/training, and no vocationally related programs. The numbers used to compile this figure represent a duplicated count, except in the area of no vocationally related program. In 1983-84 almost as many secondary special education students were provided occupational preparation through special education sponsored vocational training as were provided that preparation through reimbursable vocational education. Fourteen percent of the total duplicated count, or 19.38% of the unduplicated count were not involved in any vocationally related program.

FIGURE 3.2

1983-84 ENROLLMENT OF SECONDARY HANDICAPPED
STUDENTS IN PIERCE COUNTY - DUPLICATED COUNT
(N=1896)

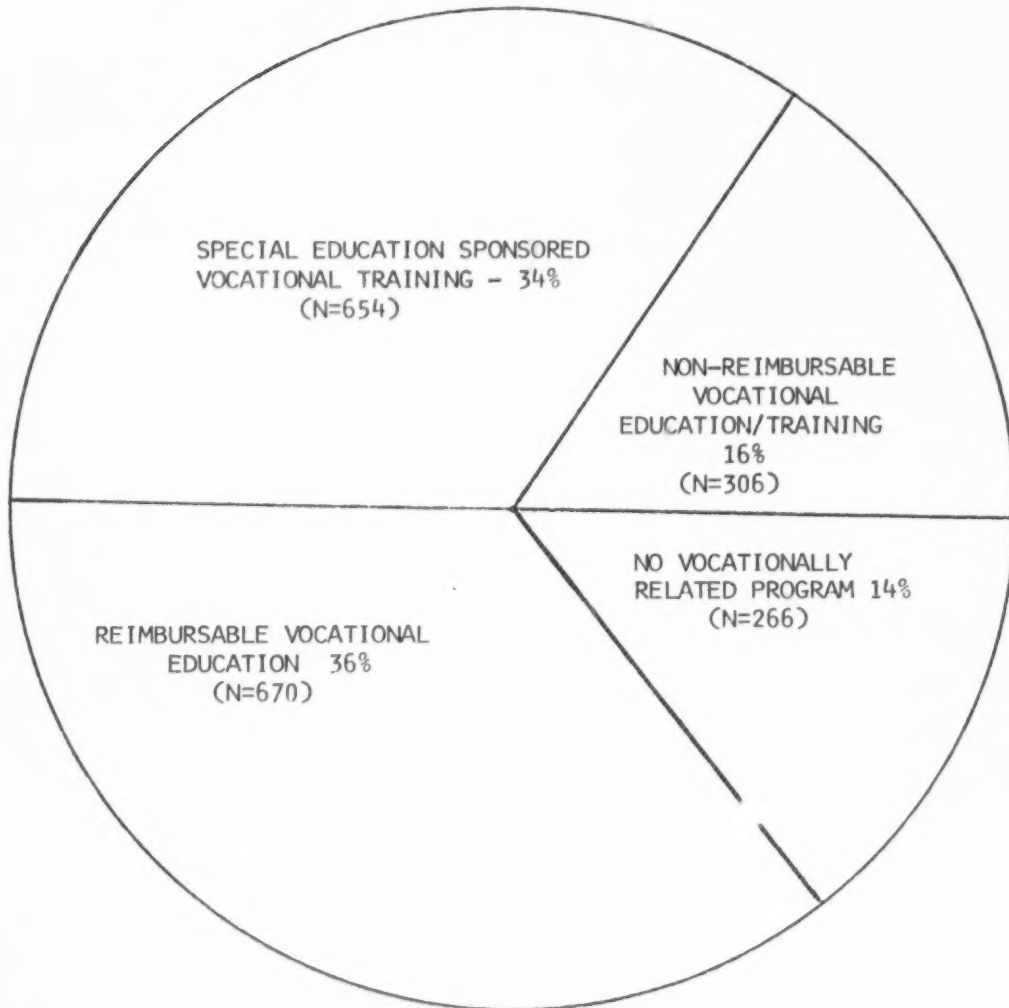


FIGURE 3.5

1984-85 ENROLLMENT PERCENTAGES OF HANDICAPPED
STUDENTS IN VOCATIONALLY RELATED PROGRAMS
BY PROGRAM TYPE (DUPLICATED COUNT)
N=1351

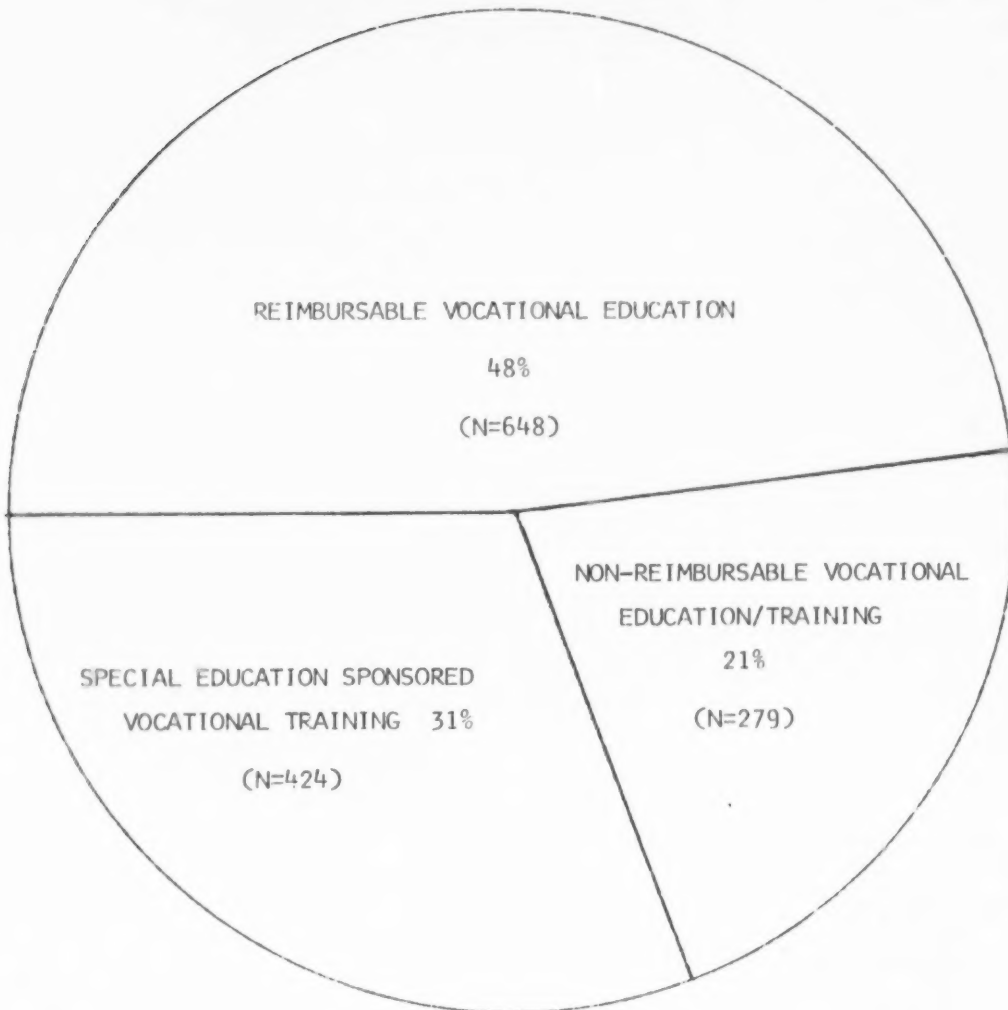


Figure 3.6

COMPARISON OF STUDENTS ENROLLED IN
REIMBURSABLE VOCATIONAL EDUCATION
BY HANDICAPPING CONDITION

<u>1983-84 Percentage N=670</u>	<u>Handicapping Condition</u>	<u>1984-85 Percentage N=648</u>
8.66	Behaviorally Disordered	8.02
1.05	Communication Disordered	.93
2.24	Deaf	2.32
1.34	Hard of Hearing	.46
1.05	Health Impaired	1.54
75.07	Learning Disabled	76.70
9.10	Mentally Retarded	8.33
.15	Multi-handicapped	.15
1.19	Orthopedically Impaired	1.55
<u>.15</u>	Visually Impaired	<u>0.00</u>
100.00%		100.00%

Figure 3.7: This figure compares enrollment patterns within the various program options that comprise reimbursable vocational education. Enrollment increases of approximately three or more percent are noted in the program options of industrial arts (3.92), trade and industrial education (7.48), and diversified occupations (2.98). Enrollment decreases of approximately three or more percent are seen in the program options of home and family life (4.87), agriculture (4.39), and other (3.71). These enrollment differences, particularly in trade and industrial education, may represent a beginning movement towards bona fide job entry level skill development for special education youth at the secondary level in Pierce County.

The code for the various program options involved in reimbursable vocational education is as follows:

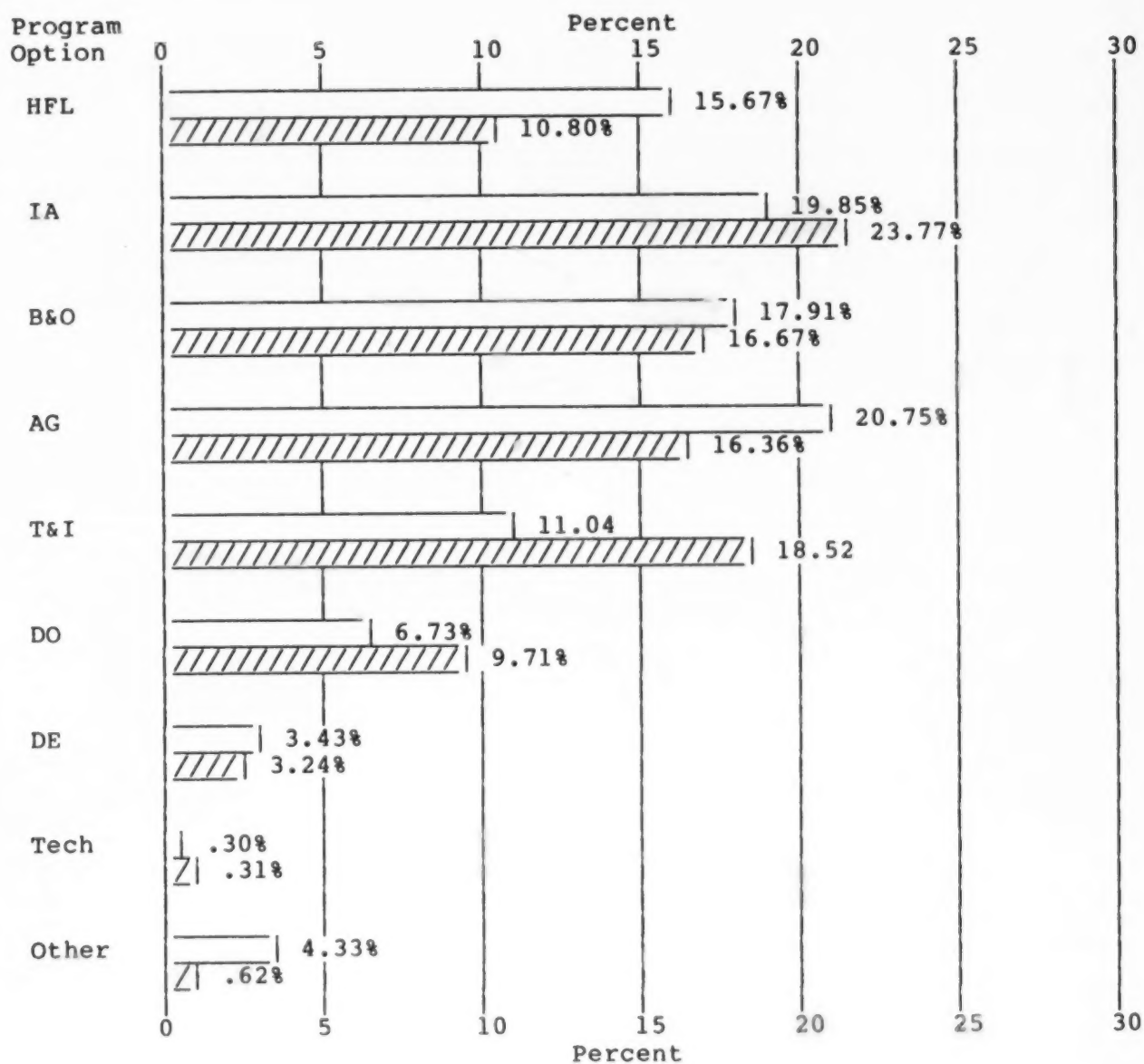
HFL	- Home and Family Life Education
IA	Industrial Arts
B&O	- Business and Office Education
AG	- Agriculture Education
T&I	- Trade and Industrial Education
DO	- Diversified Occupations
DE	- Distributive Education
Tech	- Technical Education (Available through area post-secondary vocational technical institutes)
Other	- Programs funded through vocational education funds but not universally available throughout county (i.e., health occupations at secondary level)

Special Education Sponsored Vocational Training

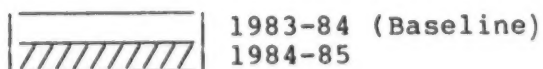
Figure 3.8: The enrollment of handicapped learners in

Figure 3.7

COMPARISON OF STUDENTS ENROLLED IN
REIMBURSABLE VOCATIONAL EDUCATION
BY PROGRAM OPTION



Legend



special education sponsored vocational training programs is featured in this figure. Enrollment increases of more than nine percent are seen in the learning disabled (9.10) and health impaired (10.36) categories. An enrollment decrease of nearly 20 percent (19.92) is found in the mentally retarded category. Unlike reimbursable vocational education, special education sponsored vocational training programs seem to have experienced a substantial population shift. For example, in 1984-85, the typical special education sponsored vocational training program would have more learning disabled and health impaired students, and fewer mentally retarded students than in the baseline year of 1983-84.

Figure 3.9: In conjunction with an apparent population shift in special education sponsored vocational training programs, this figure indicates that there has also been a marked change in the delivery of services in and among the various program options of this program type. Traditional delivery systems of the prevocational class and unpaid work study have been reduced in favor of paid work experience, career awareness and other service delivery models.

Non-reimbursable Vocational Education/Training

Figure 3.10: This figure shows no real discernable difference between the special education population served in

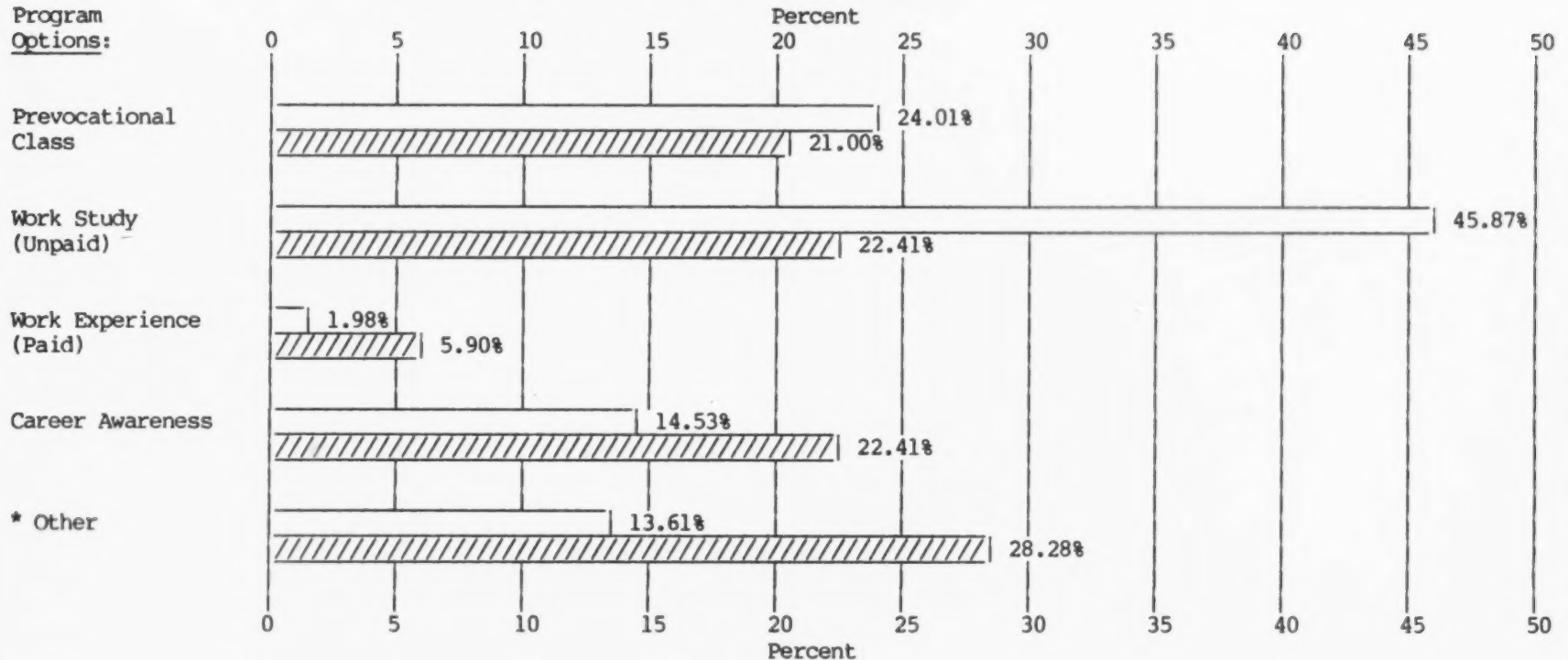
Figure 3.8

COMPARISON OF STUDENTS ENROLLED IN
SPECIAL EDUCATION SPONSORED VOCATIONAL TRAINING
BY HANDICAPPING CONDITION

<u>1983-84 Percentage N=654</u>	<u>Handicapping Condition</u>	<u>1984-85 Percentage N=424</u>
6.42	Behaviorally Disordered	9.43
1.53	Communication Disordered	0.00
0.00	Deaf	1.89
.31	Hard of Hearing	.24
.31	Health Impaired	10.37
49.39	Learning Disabled	58.49
37.61	Mentally Retarded	17.69
3.67	Multi-handicapped	.71
.76	Orthopedically Impaired	.71
<u>0.00</u>	Visually Impaired	<u>.47</u>
100.00%		100.00%

Figure 3.9

COMPARISON OF STUDENTS ENROLLED IN
SPECIAL EDUCATION SPONSORED VOCATIONAL TRAINING
BY PROGRAM OPTION



Legend

	1983-84 Baseline
	1984-85

* Includes Vocational Individualized Program (VIP), Goodwill, Metro Parks Program, STORE Project, and Teacher Assistants in various program options within this program type for Tacoma School District.

non-reimbursable vocational education/training programs in 83-84 and 84-85 except in the areas of learning disabled and health impaired. In 1984-85, there was an increase of nearly 10 percent in the learning disabled students enrolled in this program type, and a decrease of almost five percent in the numbers of health impaired students that were enrolled. Judging from data available in Figure 3.8, it seems as if health impaired students in 1984-85 were more likely to be served in special education sponsored vocational training than any other program type.

Figure 3.11: Some of the differences in the distribution of students throughout the various program options within non-reimbursable vocational education/training program types displayed in this figure can possibly be explained by the realignment of students in the preceding program types. For instance, an enrollment increase in the trade and industrial education and industrial arts areas of reimbursable vocational education could account for the 12.84 percent decrease in non-reimbursable industrial arts. By the same token, a 9.30 percent decrease in non-reimbursable career awareness might have something to do with a nearly eight percent increase in the availability of career awareness programs in special education sponsored vocational training. The decrease in unpaid work study seems to be part of a general trend, and the increase in "other" type program options is,

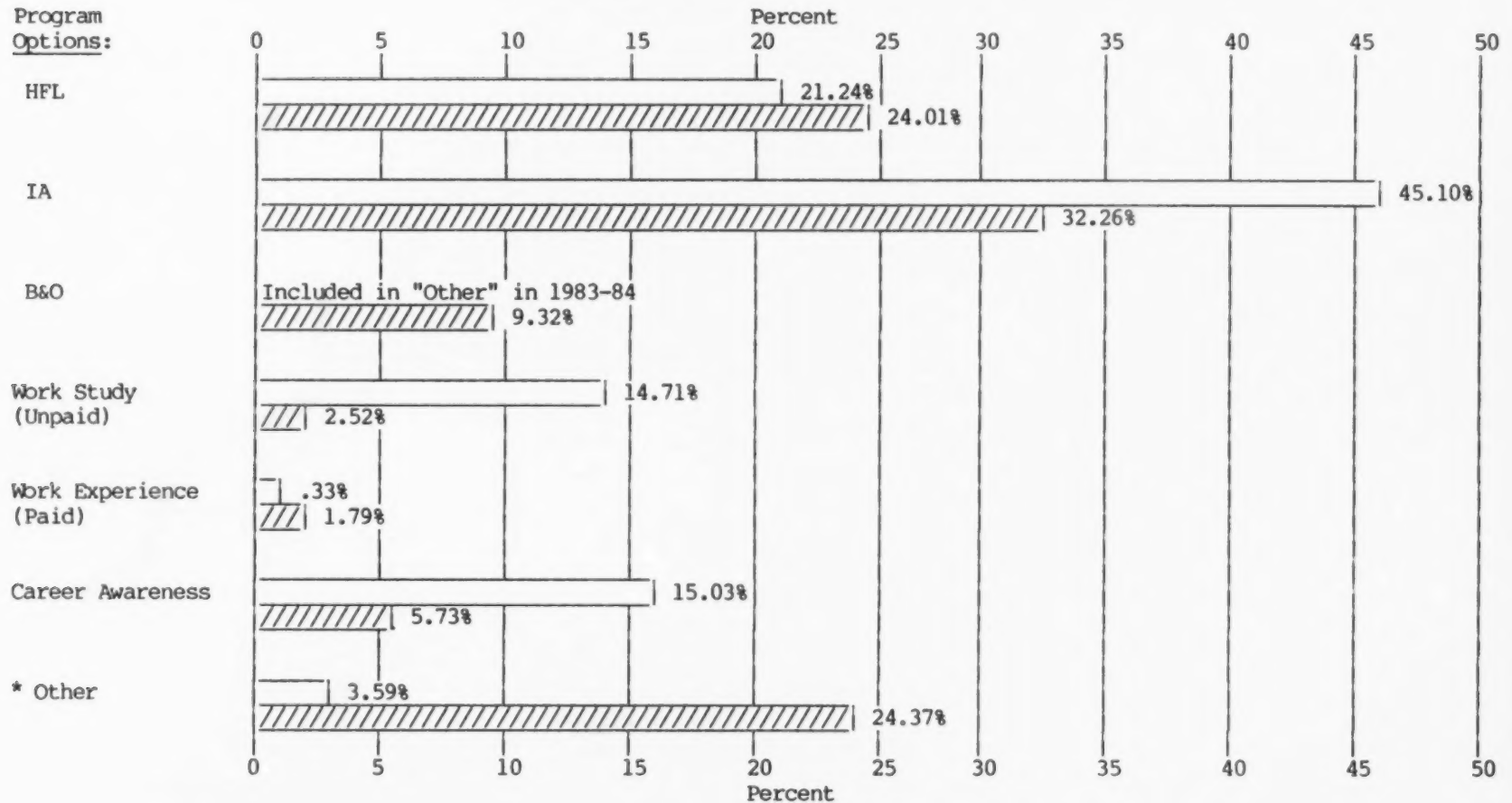
Figure 3.10

COMPARISON OF STUDENTS ENROLLED IN
NON-REIMBURSABLE VOCATIONAL EDUCATION/TRAINING
BY HANDICAPPING CONDITION

<u>1983-84 (Baseline) N=306</u>	<u>Handicapping Condition</u>	<u>1984-85 N=279</u>
10.78	Behaviorally Disordered	9.68
1.63	Communication Disordered	1.07
2.29	Deaf	1.07
2.29	Hard of Hearing	0.00
6.54	Health Impaired	1.79
67.65	Learning Disabled	77.42
6.86	Mentally Retarded	7.90
0.00	Multi-handicapped	0.00
1.63	Orthopedically Impaired	1.07
<u>.33</u>	Visually Impaired	<u>0.00</u>
100.00%		100.00%

Figure 3.11

COMPARISON OF STUDENTS ENROLLED IN NON-REIMBURSABLE VOCATIONAL
EDUCATION/TRAINING PROGRAMS BY PROGRAM OPTION



Legend

 1983-84 (Baseline)
 1984-85

* Includes high school ROTC programs and Teacher Assistants in various program options within this program type for Tacoma School District.

by and large, a product of increased enrollment opportunity in non-reimbursable business and office education and increased student involvement in high school ROTC programs and teacher assistant assignments in non-reimbursable vocational program options in a single district.

The code for some program options within this program type that may not be readily apparent is:

HFL - Home and Family Life
IA - Industrial Arts
B&O - Business and Office Education

Again, a non-reimbursable vocational education/training program is available in the district, but does not receive federal vocational or special education dollars, and may or may not be staffed with state certified vocational or special education instructors (i.e., program is part of basic education).

QUALITATIVE DATA

The gathering of qualitative data is designed to assess the nature and extent of special education student placements in the three available vocationally related program types through the application of a rating system for corresponding goal statements that appear on individualized education programs (IEPs). For the purposes of this data collection, goal statements on all eligible students' IEPs were rated as being content, prevocational, placement or none. A content

goal is one that reflects the actual content of the program or course in which the student was enrolled. A prevocational goal is vocationally related in a generic sense, but does not specify program or course content. A placement goal simply indicates that the student will be enrolled or placed in a given program type or option. And None indicates that there is no identifiable goal on the student's IEP that is associated with vocational growth and development, regardless of program type or option.

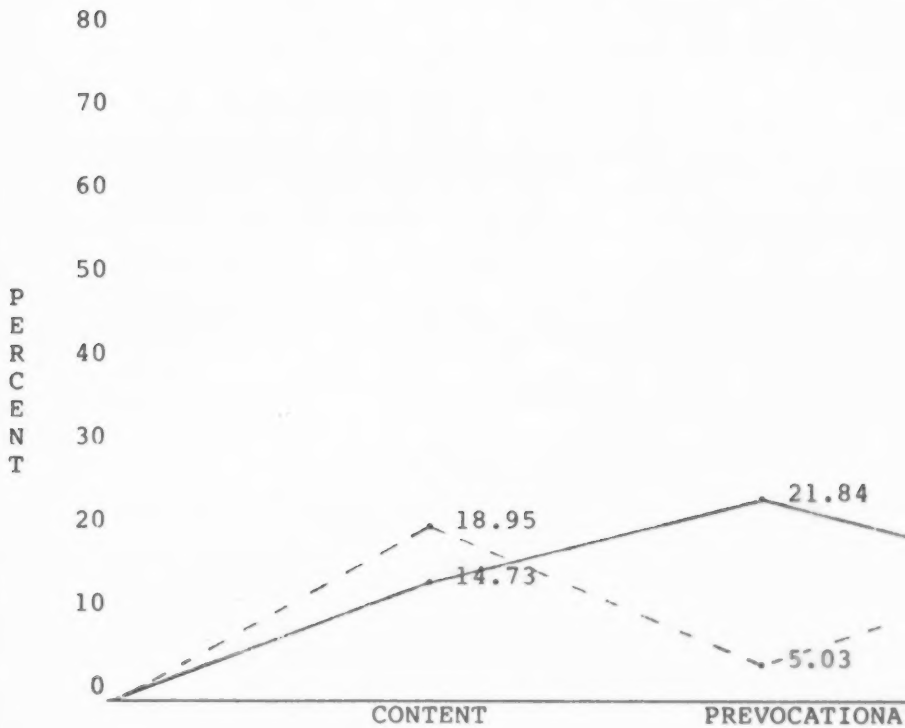
After the goal statements were rated by district personnel using the system just described, a random sample of 75 IEPs were independently rated by Cooperative staff in each of the reporting years. This procedure was completed in an effort to determine the interrater reliability of the system. In 1983-84, Cooperative staff agreed with 64 of the 75 sample IEPs, yielding an interrater reliability of .85. In 1984-85, Cooperative staff agreed with 65 of 75 sample IEPs producing an interrater reliability score of .87. Examples of data collection forms and accompanying instructions appear in Appendix D. Comparative information regarding all program types is included together with a review of each individual program type.

A. ALL PROGRAM TYPES

Figure 3.12: This figure consolidates goal statement

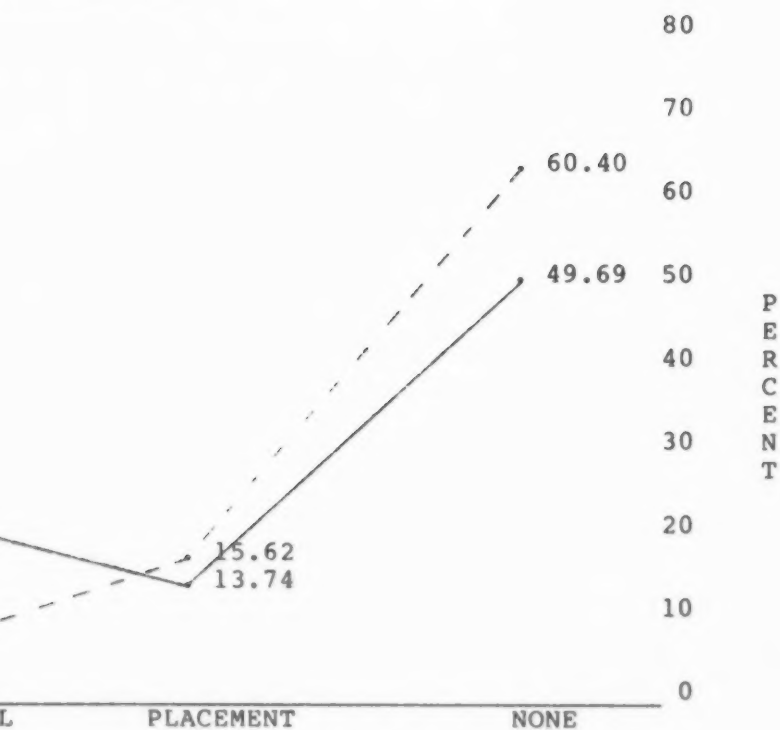
Figure 3

COMPARISON OF CORRESPONDING
ON IEPS FOR ALL PR



Legend:	_____ 1983-84 (Baseline) N = 1,630
	----- 1984-85 N = 1,351

NG GOAL STATEMENTS
OGRAM TYPES



information and ratings for all program types. 1984-85 shows increases in the percentages of content goals and placement goals as well as an increase in the percentage of no goals. A substantial decrease in the percentage of prevocational goals is also noted. Two of the percentage differences appear to be highly significant: the 16.81 decrease in prevocational goals, and the 10.71 increase in no goals. Although it can be more clearly defined when individual program types are examined in the figures that follow, as a general rule these percentage differences seem to be directly related to the enrollment changes evident in the quantitative section of this Phase III data collection.

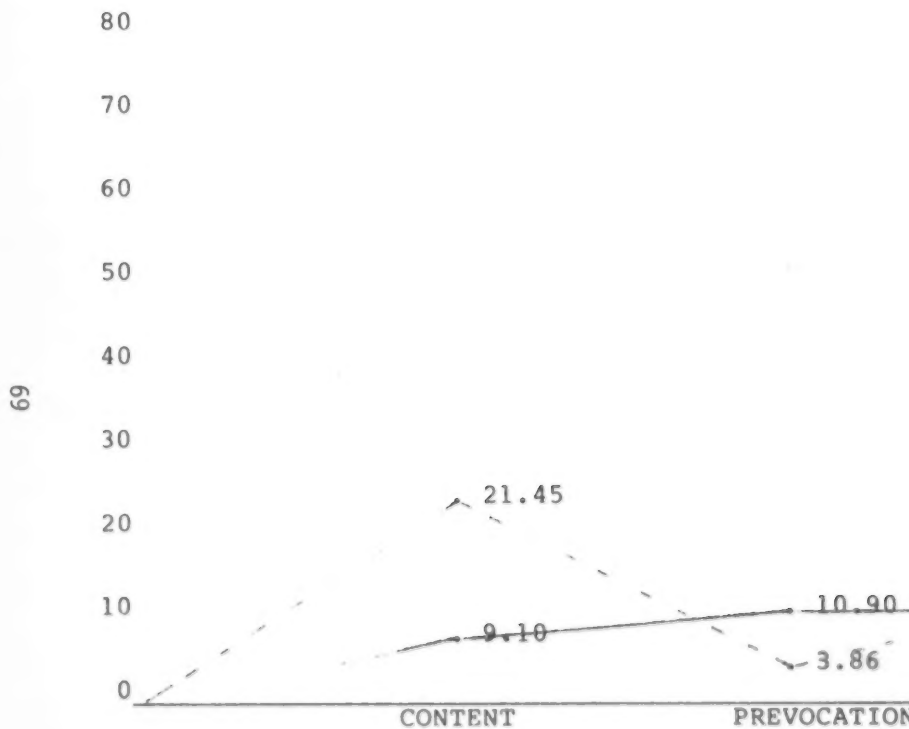
B. SINGULAR PROGRAM TYPES

Reimbursable Vocational Education

Figure 3.13: This figure helps to provide some increasing evidence that the partnership between the disciplines of vocational and special education in Pierce County is beginning to mature. Increases between the baseline and present in terms of content goals (+12.35%) and placement goals (+1.73%) are visible. Similarly, decreases in prevocational goals (-7.04%) and no goals (-7.04%) are also apparent. These changes seem to be somewhat predictable given the enrollment shifts that occurred in the quantitative

Figure 3

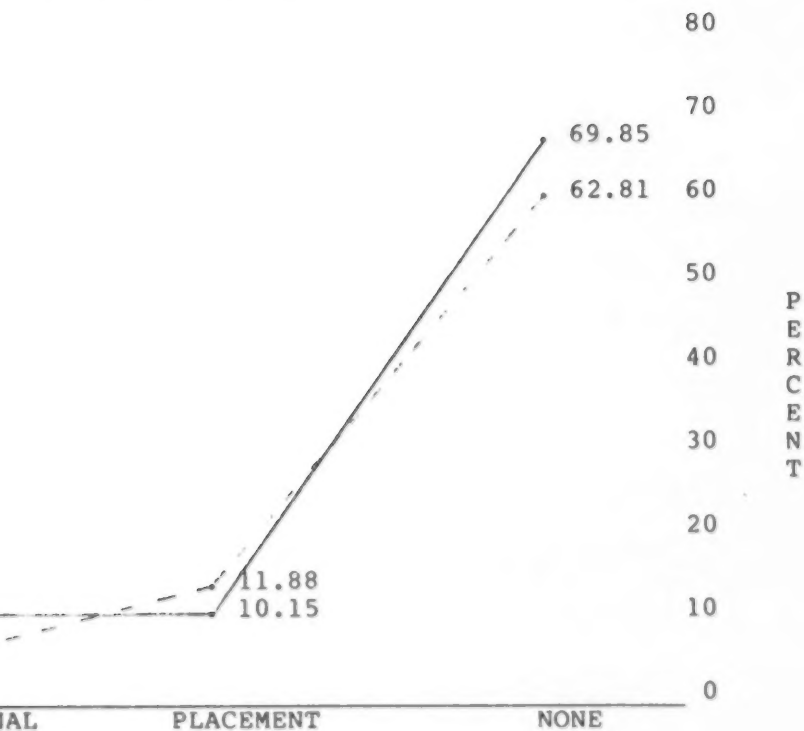
COMPARISON OF CORRESPONDING GOAL S
ENROLLED IN REIMBURSABLE



Legend:	_____ 1983-84 (Baseline) N = 670
	----- 1984-85 N = 648

.13

STATEMENTS ON IEPs FOR STUDENTS
VOCATIONAL EDUCATION



69

data. As more handicapped learners move from special education sponsored vocational training into reimbursable vocational education, one would logically expect an increase in content and placement goals and a decrease in prevocational and no goals if the overall Cooperative was having a measurable impact.

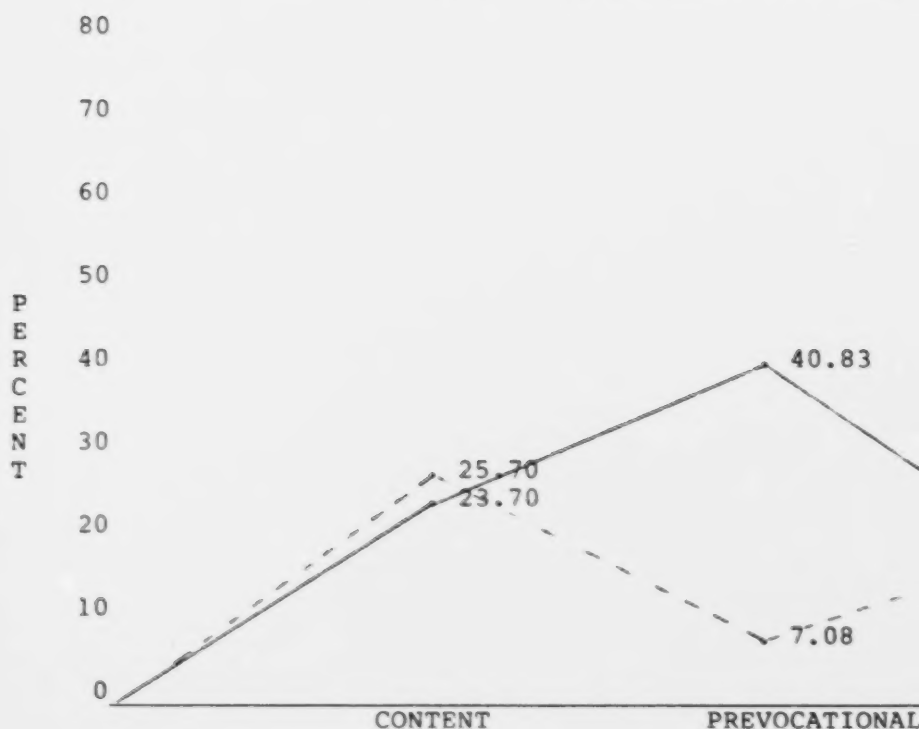
Special Education Sponsored Vocational Training

Figure 3.14: According to the data contained in this figure there are slight increases in the percentages of content goals (+2.00%) and placement goals (+2.37%) when comparing the reporting years. However, major decreases between the reporting years are seen in the areas of prevocational goals (-33.75%) and no goals (-29.38%). Since significant changes in enrollment and enrollment patterns are also noted in special education sponsored vocational training, it is speculated that this particular program type is currently undergoing a significant amount of change. In other words, the special education sponsored vocational training program type as such may have found itself in a general state of uncertainty relative to direction.

For example, since secondary handicapped learners are beginning to gravitate from special education sponsored vocational training into reimbursable vocational education, it may be possible that the reaction of special education to

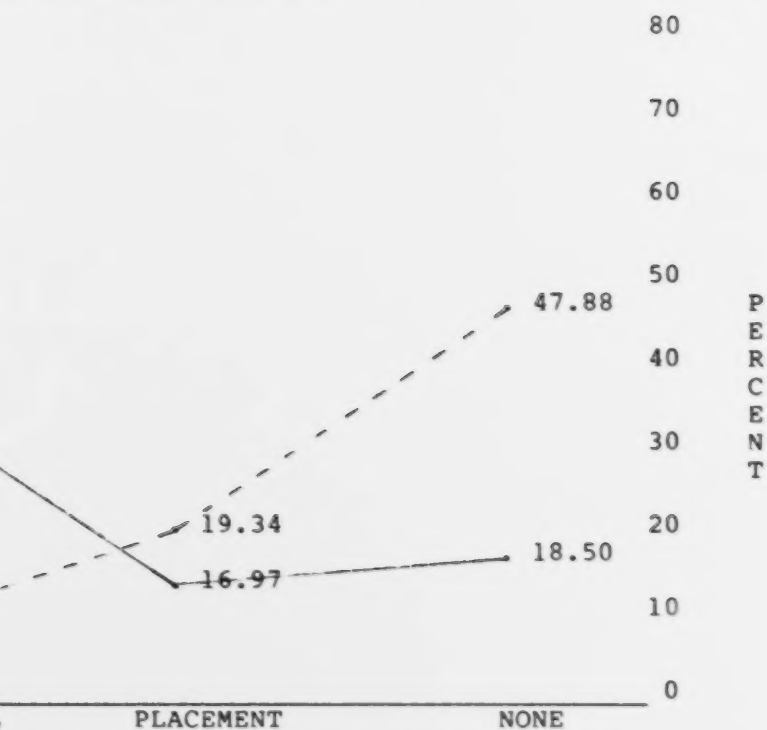
Figure 3.1

COMPARISON OF CORRESPONDING GOAL STATEMENTS
ENROLLED IN SPECIAL EDUCATION SPONSORED



Legend:	_____ 1983-84 (Baseline) N = 654
	----- 1984-85 N = 424

STATEMENTS ON IEPs FOR STUDENTS
RECEIVING VOCATIONAL TRAINING



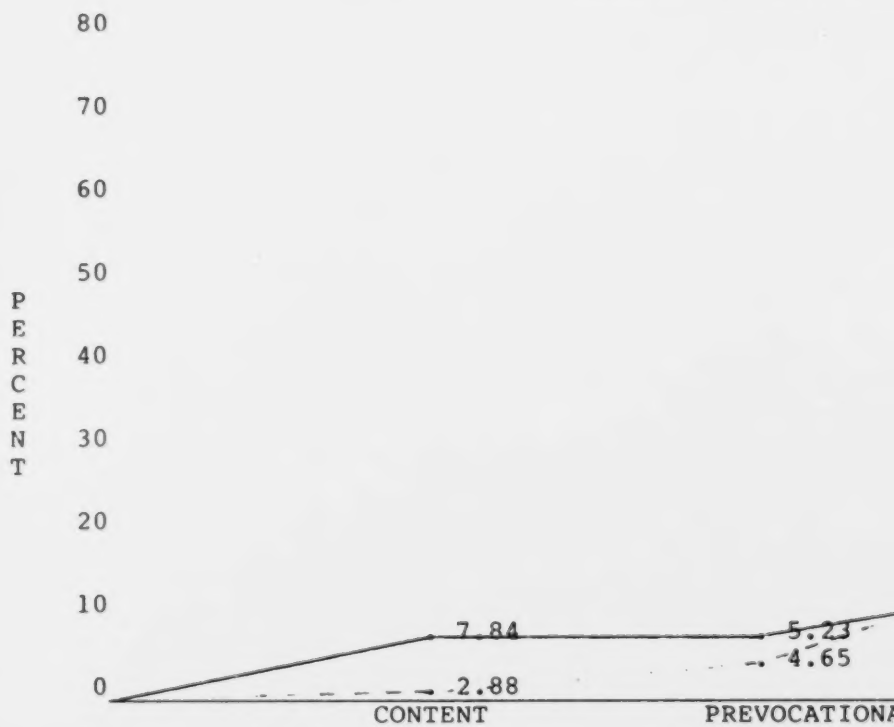
this enrollment shift has been to substantially reduce the number of both prevocational and vocationally related goals that appear on the student's IEP except in cases when the student is mainstreamed into reimbursable vocational education. A county and statewide emphasis on increased academic requirements for all students may also be having an influence. At any rate, it seems as though, generally speaking, when handicapped learners quantitatively move into reimbursable vocational education there is a recognizable difference in the degree of vocationally related goals that appear on the IEP relative to special education sponsored vocational training programs. If secondary special education no longer sees itself as solely responsible for the handicapped learner's vocational program then it could be that responsibility for the student's occupational growth has been abdicated by special education to some extent, and replaced with a general consensus that the major responsibility for occupational preparation of handicapped learners has shifted along with the student to reimbursable vocational education. If that is the case, a highly concentrated effort to help stabilize secondary special education in terms of instructionally supporting the handicapped learner's involvement with reimbursable vocational education should be in order.

Non-reimbursable Vocational Education/Training

Figure 3.15: This final figure of the Phase III data

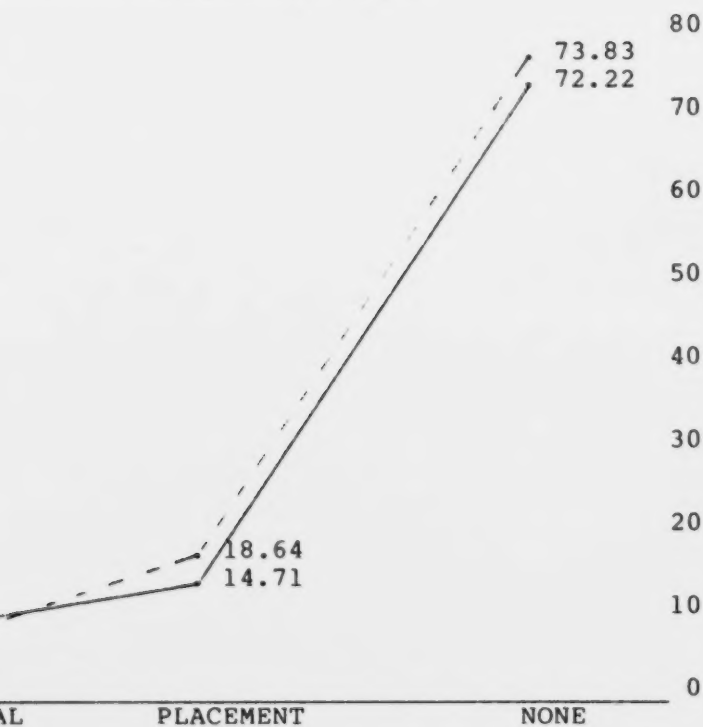
Figure 3.

COMPARISON OF CORRESPONDING GOAL STATEMENTS
ENROLLED IN NON-REIMBURSABLE VOICING



Legend:	_____ 1983-84 (Baseline) N = 306
	----- 1984-85 N = 279

STATEMENTS ON IEPs FOR STUDENTS
EDUCATIONAL EDUCATION/TRAINING



73

100

collection indicates that other than a 4.96 percent decrease in content type goals, there seem to be no major differences in the qualitative pattern of IEP goal statements in this program type. Seemingly, no real substantial difference was seen between reporting years. Slightly more than seven in ten handicapped learners had no identifiable vocationally related goals on their IEPs if involved in non-reimbursable vocational education/training in 1983-84 and/or 1984-85. Admittedly, the Cooperative has not specifically focused on non-reimbursable type programs to this point in time. Nonetheless, it is evident that this program type, which represents 18 percent of the duplicated count enrollment, must be an emerging concern. To some degree, since non-reimbursable vocational education/training represents general education, it could be that the data presented in this figure provides a glimpse of secondary special education's relationship with general education, although there is much speculation that surrounds that area which is not specified or addressed in this document.

OBSERVATIONS

The data presented in this final phase of the overall data collection effort for 1984-85 indicate that Cooperative relationships between special and vocational education has been impacted both quantitatively and qualitatively when comparing the reporting years. However, the impact that is

evident in these data has manifest itself in a variety of ways, including changes in programming patterns, enrollment patterns within the various program types, and in the reflection of some qualitative attributes that surround those changes.

Although no real observable differences were found in the secondary handicapped population that was served in the baseline and follow-up years, the area of duplicated versus unduplicated counts does deserve some mention. In the baseline year of 1983-84 an unduplicated count of 1372 handicapped learners yielded a duplicated count of 1630 handicapped learners involved in the three program types of reimbursable vocational education, special education sponsored vocational training, and non-reimbursable vocational education/training. Yet in 1984-85, an unduplicated count of 1441 produced a duplicated count in the three program types of only 1351. It can only be surmised then, that instead of handicapped learners simply enrolling and reenrolling in a wide variety of program types and options in 1983-84, the 1984-85 enrollment within program type and option tended to be more stable. That is, there did not appear to be as much randomness and possible duplication of effort by program type in 1984-85 as there appeared to be in 1983-84. Hopefully, this trend is indicative of a more deliberate selection of appropriate program types since the percentage of students with no vocationally related program

whatsoever was the same in both reporting years.

Overall programming patterns, given the three available program types, did change or shift between 1983-84 and 1984-85. The 1984-85 school year was witness to a seven percent increase in special education student participation in reimbursable vocational education and a two percent increase in non-reimbursable vocational education/training program enrollment. Subsequently, a nine percent decrease in special education sponsored vocational training programs was observed. This enrollment shift seems to indicate a substantial difference in the delivery of occupational preparation services to handicapped learners at the secondary level in Pierce County. The change that has apparently occurred in relationship to programming patterns is seen as positive when compared to Phase II student follow-up information that reported former special education students who participated in reimbursable vocational education programs while in high school were: (a) more likely to be employed, and (b) more likely to be employed on a full-time basis.

Some marked enrollment differences were also noted in and among the various program options that comprise each program type. For example, in reimbursable vocational education handicapped learner enrollment increases were visible in industrial arts, trade and industrial education, and diversified occupations. Trade and industrial education and diversified occupations programs have job entry level skill

development as a stated objective. These enrollment increases by program option seem to have been perpetuated by enrollment decreases in programs designed to provide less gainful and more exploratory type information such as home and family life and agricultural education.

There have also been some enrollment differences in the options that comprise special education sponsored vocational training programs. Currently, students are more likely to be enrolled in paid work experience, career awareness and other alternative programs rather than the traditional prevocational class and unpaid work experience. These enrollment shifts may indicate that the perception of secondary special education relative to their role in the occupational preparation of handicapped learners is not the same in 1984-85 as it was in 1983-84.

The program options that collectively compose non-reimbursable vocational education/training are essentially regular education versions of options available in both reimbursable vocational education and special education sponsored vocational training. Therefore, any enrollment changes noted in either of the other program types should be reflected in non-reimbursable vocational education/training. This did, in fact, seem to occur. For instance, an increase in enrollment in reimbursable industrial arts and trade and industrial education should provide a decrease in enrollment in non-reimbursable industrial arts. A decrease in unpaid

work study enrollment in special education sponsored vocational training is compatible with a decrease in non-reimbursable unpaid work study. And, an increase in special education sponsored career awareness would logically produce a decrease in non-reimbursable career awareness for identified handicapped learners. In some contrast, however, the substantial increases in "other" alternative programs in both special education sponsored vocational training and non-reimbursable vocational education/training may be products of a search for more viable options within these two program types to address the occupational preparation needs of individual handicapped learners.

Using the rating system of corresponding IEP goals described in this phase of the data collection, an attempt was made to depict the qualitative nature of placements within the various program types. The inclusion of content type goals on the student's IEP indicates that there is some prior knowledge of what the student will be exposed to in a given program type or option so that the ability of special education to instructionally support the student is more likely to occur. The inclusion of prevocational goals would indicate that occupational preparation is at least a general concern. Placement goals would presume that some thought has gone into the student's schedule from a vocational perspective, and no goals indicate that there is no documented evidence that the student's vocational development has been

dealt with in the student's instructional service plan (e.g., IEP).

When a comparison of corresponding goal statements for all program types is considered, negative differences are found between the reporting years in prevocational goals and no goals. Each program type must be considered independently, however, to provide the proper perspective. A definitive pattern of gains and losses was seen in reimbursable vocational education. Content goals substantially increased and no goals subsequently decreased. Prevocational goals diminished somewhat and placement goals slightly rose. This particular pattern could have been accurately predicted if the cooperative relationship between vocational and special education was substantially improved between the 1983-84 and 1984-85 school years as a result of the Cooperative's efforts.

Special education sponsored vocational training program data on corresponding IEP goal statements produced a very different effect from that which was seen in reimbursable vocational education. Although content type goals and placement goals slightly increased, there was a substantial decrease in prevocational goals and a dramatic increase in no vocationally related goals. A possible explanation for this occurrence could be that the pronounced enrollment shift and some resulting uncertainty about secondary special education's role in the occupational preparation process has

caused some consternation within the discipline at this level. The subsequent confusion may have then fostered some inactivity in terms of vocationally related goals on the IEP for students involved in special education sponsored vocational training. Thus, a marked decrease in general prevocational goals and a marked increase in the appearance of no vocationally related goals. In other words, when some degree of stability is achieved between secondary special education and reimbursable vocational education, a natural result may be some degree of instability within the previous primary service provider of special education. It will be important to note if this particular trend in the data maintains itself in future years.

The pattern of IEP goal statements in non-reimbursable vocational education/training programs remained virtually the same between the reporting years. There were slight decreases in content and prevocational goals in 1984-85, and slight increases in placement and no vocationally related goals. Most of the significant changes in the qualitative type information presented in this phase of the data collection appear to be in and among reimbursable vocational education and special education sponsored vocational training program types. These two program types represent the largest expenditure of energy on the part of the Cooperative.

CONCLUSIONS

An Analysis of the Consolidation of Secondary Vocational and Special Education, 1984-85 was prepared in order to try and determine the overall impact of the Educational Service District 121 Pierce County Vocational/Special Education Cooperative within twelve school districts over a two year period of time. Three specific targets for review have been selected as part of that task: (1) a determination of secondary vocational staff input and involvement in the IEP process; (2) an employment related follow-up of former special education students; and (3) an assessment of secondary vocational program placement and corresponding IEP goal statements. Within the two year time frame, over 350 vocational staff questionnaires have been analyzed. Employment related information has been gathered on more than 300 former special education students, and over 3,000 student schedules and IEPs have been reviewed.

Aside from providing direct staff development, a functional materials/resource center operation, on-site consultation, and the collection of data for decision making purposes, the Cooperative has served to highlight, emphasize and focus the consolidation of secondary vocational and special education on behalf of handicapped learners by acting as a catalyst for local district concerns. These efforts have apparently not gone unrewarded, but more work remains to be done. Although vocational educators still do not see

themselves as instrumental in the placement of handicapped learners in their classes, they are becoming increasingly involved in the implementation of IEPs and the resulting review and evaluation of the students' success in their programs. While no significant strides have been made in the actual employment rate of former special education students, no losses are evident either, and there is a marked increase in the numbers of former special education students who are beginning to take advantage of postsecondary vocational opportunities. Just as important, there is evidence to support the notion that former special education students who participate in vocational programs while in high school will exceed their peers who do not participate in such programs in both employment rate and in the full-time status of employment.

A view of current vocationally related enrollment patterns indicates that there is now a substantial shift in the way in which services are delivered at the secondary level. A greater percentage of handicapped learners are participating in reimbursable vocational education programs and the occupational preparation mainstream with larger numbers of content type goals appearing on their IEPs. However, since these enrollment shifts are drawn from special education sponsored vocational training programs, the area of secondary special education has become an identifiable crucible of change. As the delivery of occupational prepara-

tion services at the secondary level changes, so must the instructional efforts necessary to support those changes. Instead of special education being a primary service provider for the occupational preparation of handicapped youth, a need exists to clarify their role as a supplemental service provider. This would include enabling students to make a better career choice in terms of available vocational education opportunity at the secondary level, increased emphasis on occupational readiness and prerequisite skills prior to direct vocational education involvement, and improved parallel instruction between the disciplines once concurrent enrollment in vocational education has taken place.

As vocational educators begin to realize that they, too, have an obligation to the increased numbers of handicapped learners who participate in their programs, they can come to understand the value of the instructional technology resources available through special education. When the occupational content expertise of vocational education is ultimately matched with the instructional techniques proven to be successful by special education, a truly meaningful partnership between the disciplines can be realized. The Educational Service District 121 Pierce County Vocational/Special Education Cooperative exists to help unify such an ideal by assisting in the negotiation that is necessary for it to occur.

APPENDIX A

1983-84
PROGRAM OF WORK

Pierce County Vocational/Special Education Cooperative

GOAL: TO ESTABLISH AND MAINTAIN A DATA BASE THAT WILL PROVIDE SUFFICIENT QUANTITATIVE AND QUALITATIVE INFORMATION DESCRIBING THE CURRENT STATE OF PRACTICE OF THE COOPERATIVE EFFORTS OF SPECIAL AND VOCATIONAL EDUCATION REGARDING HANDICAPPED LEARNERS IN PIERCE COUNTY PUBLIC SCHOOLS.

ESTIMATED TIME FRAME: 12-24 weeks.

ACTIVITIES:

1. Formulate executive council subcommittee to explore and develop data collection efforts.
2. Identify population pool:
 - a. Identified handicapped learners enrolled in Pierce County public schools, grades 10-12.
 - b. Sample of identified handicapped learners who have graduated or left Pierce County schools within the last 3 years (1980-83).
3. Identify quantitative enrollment data to be corrected:
 - a. Regular or reimbursable vocational education program enrollment data at both secondary and VTI levels (i.e., agriculture, home economics, business and office, trade and technical, distributive education, diversified occupations, technical and special needs) by handicapping condition and by program areas.
 - b. Special education sponsored vocational training program enrollment data (i.e., work experience, on-the-job training, work study, etc.).
 - c. Regular education sponsored vocationally related program enrollment data (i.e., non-vocationally funded industrial arts, career exploration, etc.).
 - d. Other (to be described).
4. Identify quantitative/qualitative IEP-related data to be collected:
 - a. Number of in-school population with vocationally identifiable goals on current IEP.
 - b. Number of in-school population with vocationally identifiable goals on IEP that corresponds with current program placement setting.

- c. Number of population (in-school) enrolled in regular or reimbursable vocational education programs where receiving vocational education teacher was participating member in IEP development process prior to placement.
5. Identify quantitative employment-related data to be collected:
 - a. Employment status of population sample.
 - b. Salary level of currently employed population sample.
 - c. Job titles of currently employed population sample.
 - d. Employer identification of currently employed population sample.
 - e. Salary of formerly employed population sample.
 - f. Job titles of formerly employed population sample.
 - g. Employers of formerly employed population sample and dates of employment.
 - h. Other (to be determined).
6. Formulate data collection methods.
7. Gather data.
8. Computerize data for retrieval purposes.
9. Analyze data and consolidate for presentation and discussion purposes.
10. Update data annually.

GOAL: TO DEVELOP AND INITIATE THE FOLLOW-THROUGH OF COMPREHENSIVE DISTRICT-LEVEL IMPLEMENTATION PLANS THAT ADDRESS PRIORITIES ESTABLISHED BY REPRESENTATIVE TEAMS OF SPECIAL AND VOCATIONAL EDUCATORS.

ESTIMATED TIME FRAME: 6-48 weeks.

ACTIVITIES:

1. Compile identified district priorities from Port Ludlow workshop (8/83).
2. Develop priorities listings for participating districts who did not attend Port Ludlow workshop.
3. Share identified priorities with vocational education and special education directors or designees in each of the districts participating in the Cooperative.

4. Develop implementation plan for each district with respective directors by:
 - a. Devising implementation plan format.
 - b. Formulating annual district goal.
 - c. Specifying sequential objectives and subsequent timeline.
 - d. Delineating co-op program manager's role in actualizing the implementation plan. Role may include one or more of three major duties:
 1. Consultation
 2. In-service provision
 3. Resource sharing
 - e. Delineate district's role in actualizing the implementation plan.
 - f. Construct sign-off cover sheet for implementation plan.
5. Assist each district in initiation of individual implementation plans, as needed.
6. Monitor each district's implementation plan and provide follow-up services and technical assistance, as needed.
7. Coordinate inter-district activities and staff training efforts to avoid duplication of effort.
8. Assist each district in updating and revising implementation plan, as needed.
9. Evaluate effectiveness of implementation plans, as needed.

GOAL: TO ESTABLISH AND MAINTAIN A VOCATIONAL/SPECIAL EDUCATION RESOURCE INFORMATION CENTER WITHIN PIERCE COUNTY.

ESTIMATED TIME FRAME: 24-48 weeks.

ACTIVITIES:

1. Determine an appropriate location for center.
2. Explore funding strategies for center.
3. Conduct national search to identify appropriate core of materials to acquire for center.
4. Acquire and catalog materials.
5. Devise check-out system for materials.

6. Develop appropriate dissemination strategies for materials, as necessary.
7. Update materials listings at least annually.
8. Schedule and conduct staff development activities in relationship to materials, as needed.
9. Publish and distribute catalog of materials listing.

GOAL: TO DETERMINE THE NATURE AND EXTENT OF INTERAGENCY COOPERATION/INVOLVEMENT IN THE CAREER/VOCATIONAL DEVELOPMENT OF HANDICAPPED PERSONS IN PIERCE COUNTY.

ESTIMATED TIME FRAME: 12-26 weeks.

ACTIVITIES:

1. Identify list of agencies serving handicapped persons in the Pierce County area.
2. Identify range of services available to handicapped persons via each agency identified in Activity #1.
3. Identify contact people at each agency that can speak to the full range of services available.
4. Formulate or access interagency councils, as needed.
5. Review existing interagency agreements with appropriate personnel.
6. Explore possibility of developing/revising/updating interagency agreements with appropriate personnel, as necessary.
7. Communicate appropriate information relative to interagency procedures and requirements.

GOAL: TO SIGNIFICANTLY INCREASE (15-40%) VOCATIONAL EDUCATION INVOLVEMENT IN LOCAL DISTRICT INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT AND IMPLEMENTATION.

ESTIMATED TIME FRAME: 36-48 weeks.

ACTIVITIES:

1. Develop survey instrument for vocational education teachers based on Albright-Preskill study in Vermont.
2. Conduct mailout of survey instrument.
3. Tabulate results of survey.

4. Disseminate results of survey to all appropriate personnel.
5. Develop district strategies and procedures to increase involvement of vocational educators, as necessary.
6. Provide appropriate in-service activities relevant to areas of concern identified on survey instrument.
7. Evaluate effectiveness of inservice.
8. Replicate study to determine overall effectiveness of effort.

GOAL: TO EXPLORE THE FEASIBILITY OF INITIATING A RELATED VOCATIONAL INSTRUCTOR/ LIAISON TEACHER CONCEPT IN ALL OR SOME OF THE 22 HIGH SCHOOLS IN PIERCE COUNTY.

ESTIMATED TIME FRAME: 24-36 weeks.

ACTIVITIES:

1. Conduct on-site visitations to all 22 high schools in Pierce County through critical personnel avenues (i.e., program administration, principals, department heads, etc.).
2. Assess comprehensive nature of existing special education and vocational education services available in each high school.
3. Explore possible cooperative fiscal arrangements for such an endeavor.
4. Explore staff development options available to implement concept.
5. Examine possibilities of pilot testing approach in selected sites.
6. Develop tentative job description for RVI/liaison teacher position.
7. Develop tentative policy statements and procedure agreements for RVI/ liaison teacher position.

PROPOSED PROGRAM OF WORK
for 1984-85

GOAL: TO DEVELOP CONTIGUOUS EVALUATION PROCEDURES FOR THE OVERALL COOPERATIVE EFFORT THAT REFLECT THE DATA COLLECTION INITIATIVES OF THE BASELINE (83-84) YEAR.

ACTIVITIES:

1. Meet with data collection sub-committee to review 83-84 data collection efforts.
2. Select data collection comparisons for 84-85 school year.
3. Adopt or adapt data collection forms and strategies on an annual basis.
4. Establish data collection time lines for 84-85 school year.
5. Gather data based on prescribed time lines.
6. Compare 83-84 data with 84-85 data.
7. Analyze and consolidate data for presentation and discussion purposes.

Estimated time frame: 24-36 weeks

GOAL: TO MAINTAIN AND EXPAND THE MATERIALS/RESOURCE CENTER OPERATION

ACTIVITIES:

1. Standardize ordering procedures in conjunction with Library Technical Aide program at Clover Park Vocational Technical Institute.
2. Log all materials ordering information on Cooperative computer system for ease of access and up-to-date status on individual orders.
3. Continue to warehouse materials as needed.
4. Update Materials/Resource Center catalog.
5. Publish updated catalog and distribute to all secondary vocational and special education teachers in participating districts.

6. Screen and select new acquisitions to Materials/Resource Center.
7. Continue to process orders as efficiently as possible utilizing warehouse concept.

Estimated time frame: 48 weeks

GOAL: TO PLAN AND CONDUCT A SERIES OF SEQUENTIAL SEMINARS FOR VOCATIONAL AND SPECIAL EDUCATORS AT THE LOCAL DISTRICT LEVEL

ACTIVITIES:

1. Prepare list of potential seminar topics.
2. Arrange for staff development credit and payment rates for participants.
3. Have Advisory Committee approve final list of seminar topics, and total numbers of participants.
4. Arrange seminar locations and dates.
5. Publish and distribute seminar schedule.
6. Conduct seminars
7. Conduct participant evaluation of each seminar session.

Estimated time frame: 48 weeks

GOAL: TO SPONSOR TIME-LIMITED TEACHER INTERNSHIPS IN CONJUNCTION WITH LOCAL DISTRICT VOCATIONAL EDUCATION ADVISORY COMMITTEES

ACTIVITIES:

1. Survey local district vocational education advisory committees to determine list of potential internship sites.
2. Establish credit and pay rate for internships.
3. Ascertain total number of internships available through Cooperative funds.
4. Develop internship application process including selection and evaluation criteria.

5. Announce availability of internships.
6. Choose internship participants, as needed.
7. Evaluate impact of internships on local district personnel.

Estimated time frame: 48 weeks

GOAL: TO DETERMINE THE COUNTY-WIDE APPLICATION OF INTERAGENCY PROGRAMMING STRATEGIES RESULTING FROM PILOT TESTS IN SELECTED DISTRICTS

ACTIVITIES:

1. Assist in selection and orientation of pilot sites in conjunction with interagency planning committee established during 1983-84 school year.
2. Participate in all appropriate meetings at county and district level regarding implementation of pilot project.
3. Coordinate information and interagency strategies generated by each pilot site.
4. Assist in the development of written documentation resulting from pilot project.
5. Extract generalizable interagency cooperation strategies from pilots for dissemination to all districts within the Cooperative.
6. Prepare interagency cooperation report for Co-op membership.
7. Assist in the development of interagency linkages with districts not involved with pilot project as necessary and needed.

Estimated time frame: 48 weeks

GOALS: TO PLAN AND PROMOTE A COLLABORATIVE IEP PROCES MODEL IN ALL PARTICIPATING DISTRICTS

ACTIVITIES:

1. Formulate an IEP process model sub-committee from the overall Cooperative Advisory Committee.

2. Outline critical steps involved in process model development.
3. Develop compendium of student learning objectives for each vocational education program offering in county.
4. Develop draft collaborative IEP process model.
5. Face validate process model with overall Advisory Committee.
6. Revise as needed.
7. Plan and conduct county-wide staff development on face validated process model.
8. Revise process model as needed.
9. Publish and disseminate process model.

Estimated time frame: 36 weeks

GOAL: TO CONTINUE THE DEVELOPMENT AND FOLLOW-THROUGH OF LOCAL DISTRICT IMPLEMENTATION PLANS THAT ADDRESS PRIORITIES ESTABLISHED BY REPRESENTATIVE TEAMS OF SPECIAL AND VOCATIONAL EDUCATORS.

ACTIVITIES:

1. Complete all remaining aspects of the 1983-84 implementation plans.
2. Schedule county-wide meeting to update all districts on each completed 83-84 implementation plan.
3. Publish results and overview of 83-84 plans.
4. Initiate 1984-85 plans based on perceived priorities of special and vocational education in each district.
5. Develop 1984-85 local district implementation plans utilizing format established during 1983-84 school year.
6. Develop compilation of 1984-85 local district implementation plans.
7. Assist each district in carrying out 1984-85 implementation plans.

8. Follow-up 1984-85 plans in each district as necessary.
9. Coordinate inter-district activities and staff training to avoid duplication of effort.
10. Evaluate progress of implementation plans as needed.

Estimated time frame: 48 weeks.

APPENDIX B

- C. If you have identified handicapped students in your program, do they have an IEP? (Please check)

50 Yes	19 No	78 Don't know
34%	13%	53%

1.0 BACKGROUND INFORMATION:

1. Primary field of specialization.

36%	1.	62	Business and Office Education
08%	2.	14	Trade and Industrial Education
06%	3.	10	Agricultural Education
19%	4.	32	Home Economics
01%	5.	1	Health Occupations
09%	6.	16	Distributive Education
03%	7.	05	Diversified Occupations
12%	8.	21	Industrial Arts
04%	9.	06	Technical
02%	10.	03	Other (Please specify)

2. Years of experience in industry.

28%	1.	44	1-3
28%	2.	44	4-6
13%	3.	21	7-10
06%	4.	10	11-15
14%	5.	22	More than 15
11%	6.	18	None

3. Years of experience in education.

06%	1.	10	1-3
13%	2.	21	4-6
18%	3.	28	7-10
22%	4.	35	11-15
40%	5.	63	More than 15
	6.	0	None

4. Sex	49%	1.	76	Female
	51%	2.	78	Male

5. Have you participated in any workshops or college courses on providing vocational instruction to handicapped students after January 1, 1983?

41%	1.	65	Yes
59%	2.	92	No (If no, skip to question #7)

6. If yes to question #5, who were the activities sponsored by?
(Please check all appropriate responses.)

16%	1. <u>14</u> College or university
53%	2. <u>45</u> Local district inservice
13%	3. <u>11</u> State Department of Education
14%	4. <u>12</u> Professional organization
04%	5. <u>3</u> Other (please specify)

Please answer the following questions regarding your inservice needs and involvement in vocational programming for handicapped students.

2.0 PROGRAM DEVELOPMENT.

7. What is your role in the placement of a handicapped student in your class? (Please check)

03%	1. <u>5</u> Involved in initial IEP meeting as part of basic staffing team.
20%	2. <u>31</u> Have not attended initial meetings, but have talked with person(s) responsible for developing objectives of handicapped students' IEP.
03%	3. <u>5</u> Review IEP after it has been developed, and then comment on it before parent approval is given.
68%	4. <u>104</u> Have had no involvement in IEP development.
05%	5. <u>8</u> Other (Please explain)

8. What input do you provide the IEP staffing team in developing the vocational program for the handicapped learner? (Please check all appropriate responses.)

13%	1. <u>26</u> Involved in assessing the student's entry-level skills in my vocational area.
11%	2. <u>23</u> Help set the vocational goals and objectives for students' participation in my program.
14%	3. <u>28</u> Help identify special services needed for the handicapped student (e.g., remedial reading, adapting vocational lab facilities, etc.).

09% 4. 19 Help in determining how and when student progress is to be measured and reported.

49% 5. 99 Have had no involvement in IEP development.

03% 6. 7 Other (Please explain)

9. In what areas in planning the vocational aspects of the students' IEP do you feel you would like additional training? (Check all appropriate responses.)

17% 1. 49 Assessing students' present level of performance.

06% 2. 16 Writing individual student objectives.

18% 3. 51 Adapting my course objectives for handicapped students.

26% 4. 73 Identifying appropriate instructional materials and activities.

09% 5. 27 Modifying the lab environment.

21% 6. 60 Knowing available school and community resources which help handicapped individuals.

03% 7. 9 Other (Please specify)

10. Is there a checklist of objectives or competencies that you use in your vocational program?

66% 1. 101 Yes.

34% 2. 53 No. (If no, skip to Question #12.)

11. If yes to Question #10, do you use these objectives or competencies to help develop the vocational aspects of the students' IEP?

32% 1. 31 Yes.

68% 2. 66 No. (Why not? Please explain.)

3.0 IMPLEMENTATION.

12. What are the areas you feel need to be strengthened in terms of helping you provide vocational instruction to handicapped students? (Check all appropriate responses.)

- | | | | |
|-----|----|-----------|--|
| 15% | 1. | <u>65</u> | Providing individual instruction in the lab setting. |
| 16% | 2. | <u>69</u> | Modifying instructional materials. |
| 11% | 3. | <u>50</u> | Motivating and reinforcing handicapped students. |
| 12% | 4. | <u>52</u> | Working cooperatively with support personnel. |
| 14% | 5. | <u>61</u> | Helping handicapped students develop positive attitudes about themselves and work. |
| 05% | 6. | <u>21</u> | Working with parents of handicapped students. |
| 12% | 7. | <u>53</u> | Using a variety of teaching techniques and strategies to teach a specific skill. |
| 13% | 8. | <u>58</u> | Assessing and evaluating student performance. |
| 03% | 9. | <u>15</u> | Other (Please specify.) |
-
-

4.0 REVIEW/EVALUATION.

13 a. What information do you provide the IEP team during and at the end of the year? (Check all appropriate responses.)

- | | | | |
|-----|----|-----------|---|
| 18% | 1. | <u>42</u> | Student progress on vocational skill development. |
| 06% | 2. | <u>15</u> | Recommendations for work placement or further training. |
| 20% | 3. | <u>49</u> | Student behavior and social status. |
| 24% | 4. | <u>57</u> | Student grades. |
| 29% | 5. | <u>70</u> | Have not provided information to IEP team. |
| 03% | 6. | <u>7</u> | Other (Please explain.) |
-
-

13 b. If the above information is provided, it is:

- | | | | |
|-----|----|-----------|-------------------------------------|
| 47% | 1. | <u>38</u> | Requested by the IEP staffing team. |
| 16% | 2. | <u>13</u> | Initiated by myself. |
| 30% | 3. | <u>24</u> | Both of the above. |
| 7% | 4. | <u>6</u> | Other (Please explain) |

14. Are you involved in the follow-up of students after they leave or complete your program? If so, how?

15. If you have a student who is on an IEP and is not performing well in your class, and you feel other program options should be considered, do you have contact with the IEP team to discuss your concerns?

69% 1. 95 Yes.
31% 2. 42 No. (If no, who would you contact?)

5.0 General.

16. Which supportive services in your school are you using to help the handicapped student succeed in your class(es)? (Check all appropriate responses.)

32% 1. 88 Special education teacher and aides.
22% 2. 62 Counselors.
21% 3. 58 Consultation with special education teachers (e.g., regarding adaptation of equipment, appropriate teaching strategies, etc.).
13% 4. 35 Specialized instructional materials.
03% 5. 7 Out of school agencies (please specify).

03% 6. 8 Other (please specify).

07% 7. 18 None.

- 17 a. Have you had contact with personnel from agencies or organizations that provide services to handicapped individuals?

84% 1. 121 No.
16% 2. 23 Yes. (Who and how often? Please specify.)

- 17 b. If you have made use of any of the above agencies or organizations please identify the type of service obtained.
-

- 17 c. Have you found these agencies to be helpful? (Please explain.)
-

APPENDIX C

1980-83

FOLLOW-UP QUESTIONNAIRE

GOAL: For each special education teacher on the cost sharing model, the district will locate and survey up to five special education students who have graduated or left school within the past three years.

Recommended Procedure: Have secondary special education teachers make phone contacts and ask survey questions.

SURVEY QUESTIONS

Name: _____ School _____

Handicap: _____ Year Left: _____

1. Are you currently employed? Yes _____ No _____

A. If yes:

A.1 - Job Title (include military) _____

A.2 - Salary Range (month): _____ \$0-\$400 _____ \$401-\$800
_____ \$801-1200 _____ \$1201-Up _____ Don't Know

B. If no:

B.1 - Have been employed in the last three years:

_____ Yes _____ No

If yes:

B.2 - Last Job Title: _____

B.3 - Last Salary Range (month):

_____ \$0-400 _____ \$401-\$800 _____ \$801-\$1200
_____ \$1200-Up _____ Don't Know

2. Are you currently in school? _____ Yes _____ No

If yes: Where: _____

What type of program: Vocational or Academic

If Vocational, Name of Program: _____

COMMENTS:

1984

FOLLOW-UP QUESTIONNAIRE

GOAL: For each special education teacher on the cost sharing model, the district will locate and survey all or five (which ever comes first) special education students or parents/guardians of students who have graduated or left school during the 1983-84 term.

Recommended Procedure: Have secondary special education teachers make phone contacts and ask survey questions.

SURVEY QUESTIONS

Name (optional): _____ School: _____

Special Education Classification: _____

1. Are you currently employed? ☐ Yes ☐ No

If yes: ☐ Full time ☐ Part time

Job title (including military) _____

Gross salary range (month): ☐ 0-\$400 ☐ \$401-\$800

☐ \$801-\$1200 ☐ \$1200 up ☐ Don't know

2. Were you involved in any vocational education program while in high school? ☐ Yes ☐ No

If yes: Name of program(s) _____

Location of program(s) _____

3. Are you currently enrolled in any post high school educational program? ☐ Yes ☐ No

If yes: Where? _____

What type of program? ☐ Vocational ☐ Academic

Name of program: _____

4. Person providing information: ☐ Student ☐ Parent/Guardian

COMMENTS:

APPENDIX D

DIRECTIONS FOR VOCATIONAL/SPECIAL EDUCATION SURVEY

The purpose of this instrument is to provide the ESD 121 Vocational/Special Education Cooperative with specific information about the program placement of handicapped students within each building participating in the Co-op. Procedurally we are collecting data only on mildly handicapped students (grades 10 through 12) currently enrolled in public schools. We are defining mildly handicapped as those who are learning disabled, mildly mentally retarded, orthopedically impaired, behaviorally disordered, deaf, hard of hearing, and visually impaired. (See Code Legend.)

This form is basically collecting three types of information:

- A. DEMOGRAPHIC INFORMATION: Demographic information for each student that includes student name, grade and handicapping condition.
- B. EDUCATIONAL PLACEMENT: Educational placement data dealing with the type of vocational placements the student has as part of his/her program. These placements are divided into four basic areas:
 - 1. Column 5 deals with special education supported programs, such as pre-voc., work study, work experience and career awareness classes. (See Code Legend.)
 - 2. Column 7 deals with reimbursable voc. programs, home and family life, vocationally approved industrial arts, business and office, etc. (See Code Legend.)
 - 3. Column 9 deals with non-reimbursable voc. home and family life, industrial arts, career class programs funded by basic or non-voc. funds. (See Code Legend.)

It should be noted that the placement information should be pulled directly from the student's class schedule in order to make a determination as to the number and types of programs in which the student is participating and the goal information which is on the IEP and permanent file.

- C. IEP GOALS: We wish to know whether the goals in the IEP (specific to the program placement) are: 1) content goals; 2) pre-voc. goals; 3) placement goals; or 4) no goals at all. (See Code Legend.)

SAMPLES: Below are three samples of types of codes which might occur in your district:

Sample #1: Refers to a 10th grade LD student who is participating in two types of classes, the first being a pre-vocational class funded through special ed. with an IEP

goal referring to the fact that he will participate in the pre-voc. class. The second program in which he/she is participating is a trade and industry class with an IEP goal again only stating that he/she will participate in that trade and industry class, i.e., Voc. Carpentry or Welding.

Sample #2: Refers to an 11th grade mild MR student who has no vocational program whatsoever.

Sample #3: Refers to a 12th grade LD student who has three vocational type placements. The first placement is a special education funded work experience (paid) program in which the student has a content specific goal. The second placement is a D.O. program with a goal which indicates that he/she will, in fact, participate in the D.O. program, and the student also participates in a non-reimbursable voc. program funded by Basic Ed. (career class), but the student has no goals for that class.

These examples are typical of what we might find in the high school programs within Pierce County. If you have any questions concerning determination of what type of goal or code should be put on a placement, please call Doug Gill at 588-2083.

SCHOOL: _____

COL. 5 *S

COL. 6 *R

COL. 7 *N

Student Name	Grade	H/C	No Voc. Program	Special Ed.		Reimbursable Voc.		Non-Reimbursable Voc.		Comments
				Placed Code *S	Goals *G	Placed Code *R	Goals *G	Placed Code *N	Goals *G	
SAMPLE #1	10	LD		01	03	05	03			
SAMPLE #2	11	MR	X							
SAMPLE #3	12	LD		03	01	03	03	03	04	

CODE LEGEND FOR DATA COLLECTION

H/C - Handicapping condition

BD - Behaviorally Disordered
CD - Communication Disordered
DF - Deaf
HH - Hard of Hearing
HI - Health Impaired
LD - Learning Disabled
MR - Mildly Mentally Retarded
OI - Orthopedically Impaired
VI - Visually Impaired

NVP - No vocationally related program, but student is identified by special education. Code: 1=yes; 0=no.

*S - Special education sponsored vocational training programs are funded through State and federal special education dollars and staffed with State certified special education instructors. Codes as follows:

01 - prevocational class
02 - work study program (unpaid)
03 - work experience (paid)
04 - career awareness program
05 - Vocational Individualized Program (VIP)
06 - STORE project
07 - Metro Parks
08 - Goodwill
09 - Other (requires comment)

*G - IEP corresponding goal statement information code:

01 - Content Goal: A content goal speaks directly to the content of the program type or option in which the student was enrolled (i.e., student will be able to use basic hand tools in the woodworking area of Industrial Arts).

02 - Prevocational Goal: A prevocational goal is generic to any vocationally related program type or option the student was involved in (i.e., student will be able to initiate new tasks without prompting at least 70% of the time).

****Note:** Prevocational goals can be considered "Content" goals if student is enrolled in prevocational or career awareness class.

03 - Placement Goal: A goal categorized as placement in nature is one that only describes the student's involvement with a particular program type or option (i.e., student will participate in Metal Fabrication program; or student will be placed in Typing I class of Business and Office Education program).

*N - Non-reimbursable vocational education/training programs are funded through general education monies and may or may not be staffed with State certified vocational or special education instructors. Codes are:

- 01 - Home and Family Life
- 02 - Industrial Arts
- 03 - Career awareness class (through school counseling department perhaps)
- 04 - Work study through school, not special ed. (unpaid)
- 05 - Work experience through school, not special ed. (paid)
- 06 - Business and Office Education
- 09 - Other (Requires comment)

*G - IEP goal statements (same)

COMMENTS: Identify "Other" program types.

SCHOOL:

[illegible]

SPECIAL ED. CODE (*S)

Pre-voc. Class	-01
Work Study (Unpaid)	-02
Work Exper. (Paid)	-03
Career Awareness	-04
V.I.P.	-05
Store Project	-06
Metro-Parks	-07
Goodwill	-08
Other	-09

REIMBURSABLE VOC. CODE (*R)

H&FL	-01	D.O.	-06
I/A	-02	D.E.	-07
B.O.	-03	Technical	-08
Agric.	-04	Other	-09
T&I	-05		

GOALS CODE (*G)

Content	-01
Pre-voc.	-02
Placement	-03
No Goals	-04

NON-REIMBURSABLE VOC. CODE (*N)

H&FL	-01
I/A	-02
B.O.	-03
Work Study (Unpaid)	-04
Work Exper. (Paid)	-05
Career Awareness	-06
Other	-09

BEST COPY AVAILABLE

cpvti Produced as a training
product by students
in the Office
Recreation & Entertainment